

Recreation

The Playground



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The Playground

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for the
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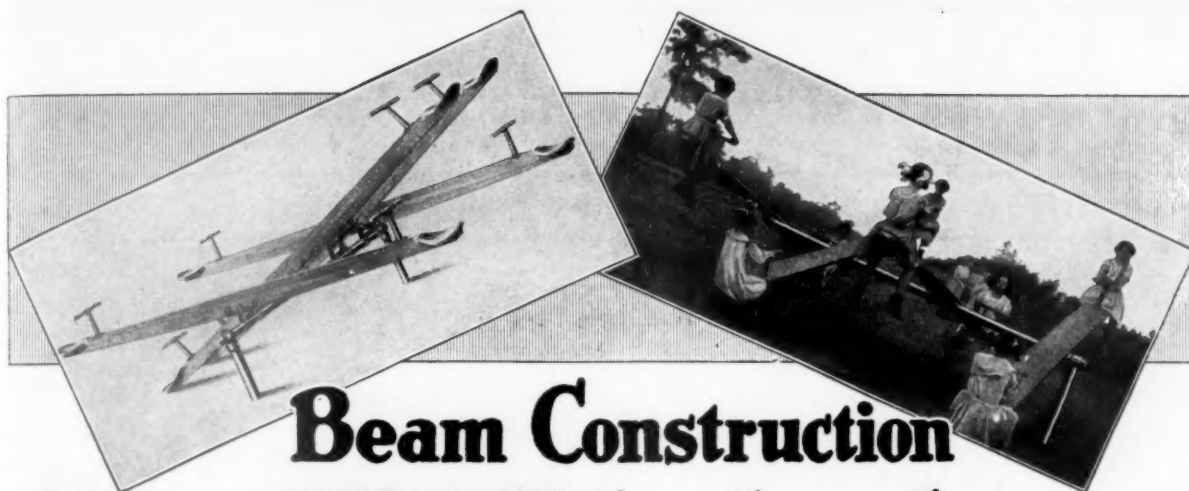
Membership

Any person contributing five dollars or more shall be a member
of the Association for the ensuing year

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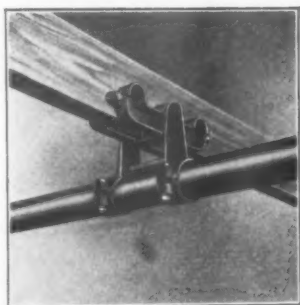


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THE WHITE HOUSE
WASHINGTON

March 3, 1923

My dear Mr. Lee:

I am glad that America is to have a Play Week, the last week of April.

The vital, basic importance of play is now quite generally appreciated. Play is the sculptor which shapes the life of the child. He confides his dreams to his play and becomes what his play is.

This is also true enough of adults to make us seriously concerned for the recreational life of America. We must make the play time of all children and the free time of all the rest of us richer, more satisfying, more ennobling.

We owe more than we can estimate to the Playground and Recreation Association of America for the service it has given for seventeen years to cities and towns throughout our country to help them develop effective playgrounds and recreation centers for children and for adults.

During Play Week especially, I trust that those who love children and youth and the forward-looking ideals of American life will co-operate with you very generously.

Very sincerely,

WARREN G. HARDING

Mr. Joseph Lee, President,
Playground and Recreation Association of America,
315 Fourth Avenue,
New York City

The Playground

Vol. XVII No. 1

APRIL, 1923

The World at Play

The Children's Bureau Makes Its Report.—

The Children's Bureau of the Department of Labor has recently issued its Tenth Annual Report. An interesting feature of the year's work has been the children's year survey conducted in Porto Rico, in which the first study and demonstration of what could be done in a cooperative way was in the field of recreation. The Bureau Staff included two play directors, a woman who specialized in games for younger children and a man who promoted a recreation program for older boys. The response to the play movement was general and encouraging. Private citizens assisted the schools in acquiring playgrounds and equipment, and during the past year play was introduced as a regular part of the program of nearly a hundred schools in different parts of the Island. Universal participation in games and athletics was made the goal of the school authorities.

For the Health of America's Children.—Announcement has been made of the amalgamation of two great national organizations working for the health of children in America—the American Child Hygiene Association and the Child Health Organization of America.

The American Child Health Association, as it is now called, will have back of it the full strength of the American Relief Association. It will act as a clearing house of information on all national child health activities; it will serve as a source of up-to-date scientific information on child health, and it will supply a field service of experts who, at the request of a community, will help organize a local health body and advise on all problems relating to child health. Finally, the American Child Health Association will aim to establish standards for child health work on a sound medical basis, to eliminate waste in the practical application of these standards, and to coordinate the work already being done in such a way as to avoid all duplication of effort.

The headquarters of the Association are at 532 Seventeenth Street, Washington, D. C.

Work—Study—Play.—The results of the first National Conference on the Work—Study—Play or Platoon plan have recently been published in bulletin 1922, No. 35 of the Department of the Interior, Bureau of Education. The present status of play, some of the results achieved and the method in operation are discussed in this report.

Interest in Recreation for Boys Grows.—The Rotary International tells of action taken in a large number of communities to establish athletic fields, playgrounds, gymnasiums, summer camps, and swimming pools. Suggestions have been issued for a special meeting to be held by local groups for the purpose of emphasizing the importance of physical education and recreation for boys. The program suggested for the meeting includes a three-minute talk by the chairman of the Boys' Work Committee; a three-minute talk on physical education and national efficiency which will include a brief statement of the value to the community and the nation of proper recreation facilities; a three-minute period devoted to an explanation of existing community and civic facilities for physical training, and a five-minute talk on "Material Investments for Community Dividends," this to be followed by a talk on optical and oral conservation, emphasizing the proper care of eyes and teeth.

New York Boys' Week.—Boys' Week will be held in New York City April 29—May 5. Two of the days of the week are given to athletics, entertainment, and outdoor activities.

World-Wide Interest in the Athletic Badge Tests.—That the Athletic Badge Tests issued by the Playground and Recreation Association of America are not to be limited to use in this

country is evidenced by the correspondence coming from various parts of the world. An order has just been received for badges to be sent the Rev. Ray E. Phillips of Jeppes, Johannesburg, South Africa, who is working under the American Board of Commissioners for Foreign Missions.

The tests were used this fall in Puebla, Mexico, in the Methodist Normal School for Girls which is located there. Forty-six girls registered for the tests.

Recreation for Colored Citizens.—*The Southern Workman* for February, published by the press of Hampton Institute, contains an illustrated article on recreational activities for colored citizens fostered by Community Service. More and more this phase of the work is creating interest on the part of leaders in the movement for general education.

A Plea for More Play Space.—The January issue of *Mind and Body*, in commenting on the fact that the University of London has two hundred fifteen acres of play fields says: "If in a crowded country like England, two hundred and fifteen acres of play fields can be set aside for one university, a rich and less crowded country like the United States should be able to give adequate play space not only to its university, but also to its high schools and its elementary schools."

For the Cost of a Stamp.—The maintenance cost per person in Hartford, Connecticut, for the recreation activities in the parks is two cents, according to an article by Charles Lay in the *Survey*. These activities include general athletics, baseball, basketball, bicycle and running track, football, golf, outdoor gymnasium, tennis, quoits, croquet, and curling.

Did It Pay?—In Syracuse, New York, one winter, a small "untamed" group of boys were persuaded to form themselves into a club under the leadership of a neighborhood mother. At the time of joining, the boys held out for an agreement guaranteeing that she dismiss them by 9 o'clock. The club mother was puzzled at the stipulation, knowing that the early adjournment wasn't for the purpose of going to bed, but she gave unquestioning acquiescence, meeting them at 7:30 and letting them out before 9. She read to them, told

them stories, played games with them, and oftentimes just talked with them.

One night, much to her surprise, they asked if they might stay after 9 o'clock. She seemed so agreeable about it that they volunteered an explanation. Up to this time they had wanted to go early so that they might play craps but they had finally decided that they preferred to remain at the club.

Some years later the club mother who, since that time, has been influential in starting a number of clubs and recreation centers, met one of the members of her first boys' club on the street—a prosperous, happy, hard-working citizen. When she greeted him, he said to her, "I guess I changed a lot that winter we had the club. I started going around with a different crowd and so did the other fellows and things turned out a lot better for us."

And so the club mother received her reward for the time and energy she had so willingly spent at the crossroads in the lives of these boys.

Overcoming Handicaps.—Lucile Heuspeter, a fifteen-year-old girl in the Township High School of Joliet, Illinois, has succeeded in passing the first athletic badge test for girls, in spite of the fact that she has but one arm. Miss Heuspeter may well be proud of her accomplishment, particularly in view of the fact that many girls who have no physical handicap fail in the balancing test.

Miss Heuspeter is one of several crippled girls attending the Township High School who have been working hard to make the best possible records in the badge tests.

From the Camp Fire Girls.—Lester F. Scott, National Executive of the Camp Fire Girls writes:

"In a great variety of ways the members of the Playground and Recreation Association, officially and unofficially, have been of great service to the Camp Fire Girls in assisting the organization in extending its camping facilities and in spreading its program of sanity in outdoor and indoor education. In acknowledgment of this fact at the last Annual Conference of Camp Fire Executives from all of our centers throughout the country, the following resolution was adopted:

"Whereas—The Local Executives and Chairmen of Guardians' Associations, represent-

ing 150,000 Camp Fire Girls all over the country, are in Annual Conference, and

"Whereas—The Guardians and Executives have received help and cooperation from the Playground Association * * * *

"Be It Resolved—That a vote of thanks and appreciation be extended to the president of this organization and the wish for continued cooperation and friendship be expressed."

The Following Resolution Was Introduced by Dr. J. H. McCurdy at the recent conference of the National Collegiate Athletic Association:

Resolved, that the members of the National Collegiate Athletic Association are hereby urged to exert energetic effort to promote the passage of physical education legislation in states where such legislation has not yet been enacted; also, to use their influence to obtain the passage of the Fess-Capper Physical Education Bill, now pending before the Senate and House Committees on Education and providing for government aid to states establishing systems of physical education. In taking this action it is understood that we will cooperate heartily with the National Physical Education Service, of which our organization is a part, together with 37 other bodies, this Service having taken the lead in this movement with splendid success since its organization in 1918.

For a Better Georgia.—The community service department of the Georgia Federation of Women's Clubs is aiding the counties of the state to get together to organize and develop local possibilities, with the aim of creating community spirit and developing good citizenship.

A year ago every county was urged to make a survey of its community needs and the following suggested program was offered:

January, better churches and Sunday schools

February, better libraries

March, better roads

April, better homes and community, cleanup, health

May, physical education, playgrounds, athletics, May day celebrations

June, better farms and home demonstration work

July, better citizenship, July Fourth celebration and pageant

August, state-wide community day celebration; picnics

September, better schools, buildings inspected, physical examination, vaccination

October, better community centers, the vital part of community life

November, better health, assist health authorities and anti-tuberculosis

December, community Christmas celebrations.

"A More Beautiful Florida."—In addition to the carrying on of general civic betterment and community activities, the community service department of the Florida Federation of Women's Clubs has done much toward making Florida more beautiful during the past year. School yards have been improved, shrubs have been planted in churchyards and cemeteries, street planting has been inaugurated, home yards have grown more beautiful through a house-to-house distribution of seeds, and through the incentives furnished by flower shows, town beautiful days, and spring celebrations. In some towns trees have been planted and in others trees have been saved; station grounds have been made more attractive by the planting of shrubbery and approaches to towns have been improved in order that the first impression of the town may be a good one to strangers.

A Gift to Orangeburg, S. C.—Orangeburg, South Carolina, will be the richer in its recreational life through the generosity of Mr. and Mrs. James M. Albergatti, and it is a fact worthy of note that their decision to make the gift was largely influenced by the successful work of two play leaders at Lake Junaluska, the summer meeting place of southern Methodists in the mountains of South Carolina.

Mr. and Mrs. Albergatti have promised to give five thousand dollars for community recreation if the city will appropriate twenty-five hundred dollars a year and the citizens raise twenty-five hundred dollars for the purpose. A further condition is that the city shall provide a park playground on its land.

The city has already accepted the offer, and it is believed that the citizens will soon take action to raise their part of the budget. An ordinance creating a playground commission has been passed.

The playground and park which is to be the recreation center comprises a twenty-four acre tract adjoining the river. It is proposed to prepare first three acres of this tract, the most practicable for playground purposes, and in time to beautify the entire tract as a public park.

A Gift to the Village.—According to a recent announcement made by the Wheeling and Belmont Bridge Company, the owners of the property, historic Bridge Park is to be given the city of Wheeling, the only condition being that it shall be used for recreation purposes. Comprising between three and four acres of ideal ground for the purpose, the acquisition of Bridge Park will be a notable step toward the building up of an adequate system of parks and playgrounds.

Laid out in lots and sold for building sites, Bridge Park would have brought a logical return to its owners, who preferred, however, to make a contribution to the leisure time life of the city.

"For the Popular Extension of Culture and Knowledge."—Manchester, New Hampshire, has an interesting institution known as the Manchester Institute of Arts and Sciences which is dedicated to the "popular extension of culture and knowledge." A membership of five dollars per year per adult entitles the member to attend all lectures and concerts and to join any of the classes in fine arts, music, literature, dramatics, domestic science and similar subjects. The annual dues for children are one dollar, and this fee admits the child to classes in drawing, painting, modeling, languages, dramatic expression and other subjects. The departments are all under the direction of trained leaders.

New Children's Center.—In Balboa Park, San Diego, California, the old exposition hospital and the large building used in connection with the hospital by the U. S. Navy during the days when the naval training camp was stationed in the park, have been transformed into a children's center, with day nurseries and a recreation hall. This is located in the pepper grove picnic grounds and will provide properly supervised entertainment for the thousands of children who visit the park. A director of

playgrounds and a trained nurse will be on duty throughout the year and entertainments and picnic parties will henceforth make the pepper grove even more popular than it is today. The center owes its inception to Mrs. Curtis Hillyer, president of the executive committee.

New Haven's Ice Skating Carnival.—A Community Ice Skating Carnival of mammoth size was carried on by Community Service in the Arena at New Haven, Conn., January, 1923. City championships were awarded for parochial schools, high schools, factories, retail stores, grammar schools, boys' clubs, city amateurs, city banks, business and professional men's clubs, and public service departments. Gold, silver and bronze medals were awarded for all events and a championship trophy awarded to the team scoring the most points in each classification except city amateur.

Morning, afternoon and evening were filled with the various events and all culminated in a carnival where prizes were awarded for Comic Costume (Gentleman)—for Fancy Costume (Lady)—and a trophy for the best Costumed Club or Group. The winner of the city amateur championship goes as the representative of New Haven to the New England Skating Championships at Laconia, N. H., with all expenses paid.

A Winter Carnival in Manchester, N. H.—On January 12 and 13 Manchester, New Hampshire, held its first great community event, which took the form of a winter carnival.

Tobogganing, ski jumping exhibitions and contests, snowshoe contests, motorcycle hill climbing, a carnival supper and band concerts and fireworks displays made up the first day's program. The events of the second day included a mid-winter outdoor diving and swimming exhibition, a mammoth street parade, an ice hockey game, exhibition figure dancing, women's costume skating events, amateur figure skating and the championship skating contest.

One of the most interesting events of the afternoon's program was a series of novelty fun provoking winter sports events which included baseball, obstacle races, and basketball—all played on snowshoes—snowshoe tug-of-war, and ski-joring.

The closing events of the carnival on the evening of the thirteenth were a costume parade, the coronation of the carnival king and queen, a masquerade participated in by all in fancy costume, exhibition figure skating, and general skating.

Manchester is enthusiastic over its first carnival which will, in the future, be an annual event.

A Year of Accomplishment.—The report of the Newport Recreation Commission for 1922 is an interesting record of the acquiring of facilities, the value of which cannot be overestimated for the future recreational history of the city.

The story of the transformation of the Old Friend's Meeting House into a Community Center has already been told in *THE PLAYGROUND*. The erection of the Aquidneck Community Building during the same year is another achievement of real significance.

Drexel Hut, the recreation building used by the Army and Navy Young Men's Christian Association during the war, was given the city last spring. It was dismantled and re-erected in Aquidneck Park immediately adjacent to the building leased to the recreation commission at a nominal sum by the Civic League, the two buildings now being operated as one plant.

It was only through extensive community cooperation that the work was accomplished and its expense carried. Local labor unions gave hundreds of dollars' worth of service and local contractors and dealers, material. The retaining wall surrounding the building represents six Saturday half holidays of labor on the part of from four to eight men. Thus has been made possible the community building—a building which may truly bear the name "community."

An Arts and Crafts Exposition for Boys and Girls.—An interesting plan, suggested by the Playground and Recreation Association of Wyoming Valley, Pennsylvania, and promoted by the Wilkes-Barre Kiwanis Club in cooperation with the public, parochial and private schools of Wyoming Valley, involves a boys' and girls' arts and crafts exposition to be held in the Armory for three days in the spring before the close of school. The nomi-

nal admission charge which will be made and the charge of ten cents for each entrant for all exhibits, will, it is believed, practically meet the expenses.

The purpose of the exhibition is to give boys and girls an incentive to undertake the educational activities not ordinarily taught in school; to give opportunity for expression in imaginative and creative work that will fit them for more useful citizenship, and to convince the citizens, through a demonstration, of the importance of giving opportunity for this kind of training.

The exhibits classified according to the ages of the boys and girls entering have been arranged under the following general headings: Fine Arts; Industrial Arts; Applied Arts; Penmanship; Photography; Art Calendars; Manual Training; Craftsmanship; Metal Work; Domestic Science; Boy Scout Work; Miscellaneous Collections; Stamp and Post Card Collections.

Entertainment contests will be a part of the program. These will be along the line of dramatics, music, manual training and industrial art, commercial contests and boy scout contests.

A Miniature Golf Course.—Tin can golf is described later in this issue by Mr. Tennyson of the Washington Playground Department. From Anaheim, California, come the following suggestions for a miniature golf course:

A place should be selected where it is possible to have approximately two hundred square feet. The next step involves sinking a hole or a cup in the center. The object—approach and put. A driving net is a part of the equipment.

Play of this kind makes possible practice in driving and brassie shot, and it may be used by those who have but thirty minutes or an hour to spare occasionally.

A Chess-Checker Club.—A municipal chess-checker club has been established by the Recreation Department of Sacramento, California. It meets at one of the Park clubhouses every Thursday evening. Problems are presented by an expert player and the solution discussed in open club. A score is kept of all games, and players are carefully classified and properly handicapped so that playing is made more in-

teresting. Juniors are allowed to play in the afternoons and their score is recorded. The club house is open to players every afternoon during the week and Saturday and Sunday from 10:00 a. m. to 5:30 p. m. The organization is informal—both men and women are eligible—and there are no dues.

A list of players throughout the city is being compiled and an attempt made to enlist as many chess and checker enthusiasts as possible.

Sacramento Doll Festival.—The Third Annual Doll Festival was held by the Sacramento Department of Recreation on Sunday and Monday, Dec. 31st and January 1st, between the hours of two and five.

The Favorite Doll and the favored exhibit were chosen by popular vote, a picture of the winners being presented to their proud owners. Boys entered their funniest animals. The attendance was 2,378.

Utica's Community Center Athletic League.—All boys and young men, fourteen years of age and over, are eligible to compete in the events of Utica's League which include basketball, volleyball, boxing and track athletics, such as fifty-yard dash, three standing broad jumps, potato race, push-ups, relay race, running high jumps. The winners of the championship are awarded the Community Athletic League medal; ribbons and gold bars are given those making second place, and ribbons those who win third place.

Recreation and Juvenile Delinquency.—The juvenile officer of Nashua, New Hampshire, an industrial city of 28,379 inhabitants with a large percentage of foreign population, has made a study of the relation of supervised play to juvenile delinquency.

The statistics assembled by Mr. Fitzpatrick for his city show a little less than a fifty per cent. decrease in juvenile cases since the establishing of the playgrounds under the city commission in 1922.

1919 — 113 cases (due to after-war effects)

1920 — 61 cases

1921 — 68 cases

1922 — 37 cases

"I believe," said the mayor in commenting on this, "that after examining the court rec-

ords we will find most of those thirty-seven cases prior to the opening of the summer playgrounds."

Can We Prevent Accidents?—The Education Section of the National Safety Council of 120 West 42nd Street, New York City, has recently issued a statement that each year seventy-six thousand people are killed in the United States by accidents, of whom twenty-five per cent., or nineteen thousand, are children under fifteen years of age. For every death, there are twenty-six injuries—nearly two million people hurt, maimed and crippled. The secret of preventing this unnecessary wastage of human life, the Council wisely points out, lies in teaching the children of the country to form habits in accordance with the ordinary laws of safety and common sense.

With this in view, the Education Section of the Council has been working since 1919 toward the development of education in accident prevention in the public and parochial schools of the country. Briefly, the plan is this: Various phases of safety in the home and in the school, at play and on the streets, are used as themes for discussion and study in each of the conventional school subjects. For example, English class work offers an unlimited field for work in accident prevention through reading, composition, speeches and debates. Drawing has an equally extensive scope for safety teaching through posters, constructive sand paper models, scrap books and bulletin boards, and an arithmetic class may use accident statistics for their city, state, or country as a basis for graphs and problems. Civics may include the study of municipal and governmental agencies for the protection of citizens such as the police, fire and health departments. This scheme involves no extra study periods and makes the teacher's work easier because the accident theme stimulates the child's interest by relating his school work to his everyday experiences.

More about Toy Clubs.—In the February PLAYGROUND a brief account was given of the Toy Clubs conducted by the Recreation Association of Middletown, Ohio. Some additional facts of interest have recently been received regarding the method of operation.

The Recreation Association orders and supplies

the lumber and paint used in making the toys, the boys buy their own coping saws and blades, which cost them thirty-five cents apiece, and they pay five cents for every finished article. This does not cover the entire cost but keeps it from being a big liability.

Mr. Marsh, Superintendent of Recreation, is helped in this work by the Boy Scouts who are apportioned three or four to a class and are given merit points for their troop for this service. The work is outlined and drawn on the boards in the office, making it possible for a very large number of boys to work quickly and to accomplish a great deal. Portable benches that hold about six boys each have been built for use in the rooms given the Association for the purpose in the basement of the schools. A Boy Scout is placed in charge of three benches. Instructions are given the Scouts to pass on to the small boys.

The same organization applies to classes in basketry with girls; the Girl Scouts assist in the same way as do the Boy Scouts.

Play as Medicine.—A year and a half ago a certain well-known business man in a Middle Western city developed a bad set of nerves and an attack of melancholia. He was unable to attend to his business affairs and seldom left his home. As it happened, this man was very enthusiastic about horseshoe pitching and, when his health permitted, occasionally had a game with a neighbor. Learning of this, the Community Service organizer called on him and interested him in the idea of having a horseshoe tournament. He became enthusiastic, and soon a flourishing horseshoe league was in operation. With a court in the rear of his lot, he played many an opponent, sometimes winning, sometimes losing, but with every lost game he became more intent on winning the next. The practice this gave him and the anticipation of victory kept this man so interested in horseshoe pitching that he forgot he was sick.

When the click of shoes was no longer heard in *Horseshoe Alley* there could be seen a group of men hiking along in the twilight, and this man was one of them. Spring came, and there was more interest in pitching horseshoes and many courts were built. The sick man was playing his turn, but he was also engaged in selling real estate, and watching the growth

of a business in which he had been a partner for many years. The community organizer had succeeded in getting him to serve on the Board of Community Service, and as a result he was elected as treasurer for one year.

This man today is anything but sick. He is enthusiastic over the business of play and has just been elected president of Community Service. In this capacity he will be able to reach many more men in the community who are sick for the want of play and the companionship that goes with it.

Good Music as Recreation.—That good music is used so extensively for recreation through talking machine records seems to be overlooked by certain persons who are distressed because the recording companies reproduce so much music of an ephemeral nature. The proportion of great music in the lists of the leading firms each month is by no means small. For example, the Victor Company issued between May, 1921 and December, 1922, a variety of good music performed by noted artists making a total of 217 records.

Recreation in Industries.—In writing on Athletics and Recreation in Industries, Mr. Fullerton tells of developments in the Pullman Company of Chicago, beginning forty years ago when Mr. George Pullman stood out as one of the pioneer promoters in athletics. Mr. E. F. Carry, now president of the Pullman Company, is, according to Mr. Fullerton, responsible for the statement, "A good athlete is always a good worker. Nine times out of ten the man who is interested in athletics and sports is interested in his work."

"From 3,000 to 3,700 members of the club promoted by the People's Gas Company of Chicago," says Mr. Fullerton, "are organized voluntarily in every activity from the great band to the checker club. Its sports and games are under the guidance of trained men and women. In point of active players, horseshoes, bowling and tennis lead all the other sports."

At ten and at three o'clock each day the office workers are put through their paces. Ex-service men, chosen for their knowledge of the exercises, leap to the top of a desk and direct the movement, putting them through a stiff workout for ten minutes, which sends them back to their tasks refreshed.

Planning a Playground is the title of a pamphlet issued by the Fred Medart Manufacturing Company. It suggests briefly a method of starting the playground movement, of raising funds and conducting a publicity campaign. Following this are suggestions for the laying out and equipping of a ground. Plans are given for the layout of three types of school playgrounds and for a number of regulation courts. A copy of the pamphlet may be secured by addressing the Fred Medart Manufacturing Company, Potomac and De Kalb Streets, St. Louis, Missouri.

Tennis Everywhere.—The New York *Tribune* of February 5 announced that Dwight F. Davis, of St. Louis, recently elected president of the United States Lawn Tennis Association, will carry on a campaign which, it is hoped, will result in the establishment of municipally supported tennis courts in cities throughout the country. Mr. Davis plans to begin immediately a national survey of park tennis conditions in the larger cities of the country through the cooperation of the municipal body, such as park commissions and playground and recreation commissions. The National Tennis Body will supply tennis literature, moving pictures of great players and other educational matter.

It has been decided to hold a national municipal championship tournament and in connection with this a series of sectional championships, the winners of which will meet in the national contest.

Mr. Davis, for a number of years, was Commissioner of Public Parks, in St. Louis. His slogan is, "Use the parks to raise men and women as well as trees and grass."

Some Belated Year Book Returns.—A number of Year Book returns unfortunately reached us too late to be included in the March PLAYGROUND. We believe that a brief note regarding some of them will be of interest to our readers.

Through the school city of Columbus, Indiana, a community of about nine thousand inhabitants, one year round and three summer play centers

are maintained under the leadership of a year round worker. Last year, fifteen thousand dollars was expended for land, buildings and permanent equipment, and bonds were issued for recreation purposes.

Oklahoma City, Oklahoma, under the school board, maintained in 1922 six year round playgrounds with nineteen workers. Nine thousand five hundred twenty-one dollars sixteen cents was expended for the work. The Rotary Club donated to the city a park on which it spent forty thousand dollars.

The work at Rutherford, New Jersey, is conducted by the Lions' Club which last year maintained two playgrounds at a cost of fifteen hundred dollars.

Dumas' Prophetic Psychology.—Joseph Lee calls attention to the following passage from *Le Vicomte de Bragelonne*, Vol. 1, Chapter XXI.

"To begin with, D'Artagnan started on his journey with the most delightful weather in the world, without a cloud in the sky, without a cloud upon his spirits, joyous and strong, calm and decided, big with his resolution and consequently carrying with him a ten-fold dose of that potent fluid which the movements of the soul send sparkling from the nerves and which lend to the human mechanism a power and a potency which future centuries, according to all probability, will more accurately estimate than we are able to do today."

Young Because of Play.—"What a compliment," writes Captain H. H. Talbot of Crawfordsville, Indiana, "to be invited to become a *working* member of your Playground and Recreation Association of America. I attribute my long life, which is more than fourscore years, to the fact that I believed in and kept up recreation with labor and have thereby made each more enjoyable. May I keep up that divine fire of youth to the end that I may never stop playing and helping others to play! Put labor, love and play in all the homes of the world and there will be no more war or rumors of war."



A Leader in the Recreation Movement

RODOWE H. ABEKEN

Superintendent of Recreation, St. Louis, Mo.

Because he has been interested in St. Louis' recreation problems since his college days, when he spent his vacations in playground work.

Because a varied and progressive program of recreational activities is being carried on in St. Louis' public parks, swimming pools and playgrounds under his direction as Superintendent of Recreation.

Because several memorable pageants, which were acted by St. Louis children and witnessed by large audiences, were written and directed by him.

Because he was a guiding spirit in the formation of the St. Louis Municipal Athletic Association, said to be the most unique organization of its kind in America.

Mr. Abeken has recently decided to take up law as his profession, but St. Louis will continue to have the benefit of his services in recre-

ation, as he will give part time to the recreational program of the park department, supervising the activities and training workers.

National Play Week

"To imbue everyone with the spirit of play—to make all see its place in the life of the community—to create new and re-create old interests—this is the purpose of National Play Week, April 21-28."

The program issued by the Playground and Recreation Association of America in celebration of Play Week, suggests that special attention be given play in the schools through programs of singing and folk and relay games at recess and in before and after school periods. It further offers the suggestion that each day of the week be set apart for a certain group and that some organization be given responsibility for each day's activities. These days may be as follows:

April 22	Sunday	Family Day
" 23	Monday	Boys' Day
" 24	Tuesday	Girls' Day
" 25	Wednesday	Grown-ups' Day
" 26	Thursday	Children's Day
" 27	Friday	Citizenship Day
" 28	Saturday	Community Day

(The program, with detailed suggestions for each day, may be secured on request from the Association.)

The Boy Scouts, through national Scout headquarters, have promised their cooperation and local groups may be called on for service. Special play parties are being arranged in a number of cities, and much interest has been aroused in the idea which President Harding has endorsed of setting aside a week when play shall be given special emphasis.

What will you do to make the week a success?



Now that I Have 'Played' for Two Years

BY EDWARD W. BOK

(A chapter from "The Americanization of Edward Bok"—Limited Edition)

Two years ago I wrote a piece for the *Atlantic*, in which I told that I had retired from business and was going to 'play.' My immediate friends were curiously puzzled at my 'foolish,' 'unwise,' 'impracticable' course; but their perplexity was clear as crystal compared with the letters I received from *Atlantic* readers. It was a veritable chorus of 'You'll get tired of it,' and 'You'll be back within a year.' Some conceded me even shorter terms of probation. An eminent physician wrote me a long fatherly letter, in which he traced my mental and physical disintegration step by step; in fact, month by month. I kept that letter on my desk for a year, consulting it on the first of each month, so that I might prepare for the particular phase of physical ailment or lack of mental capacity which was to descend upon me in that month.

Thus I began my 'playtime' under the most exhilarating circumstances.

The writers who were more nearly correct in their diagnosis of the case reminded me that I had written from theory, which was, of course, a fact. It happened to be a theory well-grounded in conviction. But a theory it was. 'Wait until you carry your beautiful theory into practice; then there will be another story to tell. Only, naturally, you will take good care not to tell it.'

So, despite this prediction from a son of the West, I beg leave to report.

The period of theory having passed into two actual years of practice, folks ask: 'Well?' And they all expect the answer: 'You were right. It didn't work out. Man was made for business'; and so forth, and so forth.

The truth is, it *has* worked out: in actual practice the experiment has exceeded the theory.

But not as these folks figured it out, or as, even now, they suppose. The trouble with these writers two years ago was exactly the same trouble which ails them now; they had not, nor have they yet, my view of 'play.' They interpreted the word as meaning golf, the saddle, travel, leisure, idleness. I did not. I admit that in the back of my head I had a hope for some leisure. In fact,

I translated that hope into building a new study in my home, in which I pictured myself as spending long, happy days writing and reading. The lady who years ago took her husband for better or for worse—and got both, as the man said—looked at the completed study, approved it; but in the back of her head there was the thought associated with her husband's leisure: 'What in the world am I going to do with a man hanging round the house all day?'

Her comment, after two years, is: 'Why in the world did you build this study? You are never in it.' And to men: 'If you want leisure, don't retire from business.'

To that extent my theory has not worked out. The study stands unoccupied six days a week; the happy days of reading and writing in comfortable seclusion have not come; the problem, 'what to do with a retired husband,' has solved itself by not presenting itself for solution.

I have played golf less than ever; I have not been in the saddle once; I have read fewer books; I did get in three months of travel, and I did write a book.

'Then just where does the "play" come in?' is the natural question. And in the answer lies the answer to the doubt so often expressed by scores of business men, who instinctively feel a desire to retire from affairs, but ask, 'What should I do to keep myself busy?'

The question is not so much what to do, as it is which to do. The variety of actually vital things for a man of health and executive ability to do is beyond all calculation, and no one can realize the extent, interest, and variety of these matters until he places himself before his fellow men in a position where his time will permit of taking on new interests. My two years of retirement have made it possible for me to say to any business man: 'It makes no difference in which particular business you have been; if you retire, you will have more really worth-while red-blooded jobs offered you than you could carry out if there were forty-eight hours in every day.' And so absolutely will these opportunities be suited to his taste and fitted to his ability, that his problem will be purely one of selection. Far

too often is the mistake made that a business man, absorbed all his life in business, would be like a fish out of water in any position save that which calls for purely commercial knowledge or ability. The fact of the matter is that every interest, outside of purely commercial affairs, is a practical question, and must have a business basis and conduct in order to function successfully. The main trouble with so many of our organized movements is that they lack exactly this essential practical management and business organization, which the man of affairs can supply. The same knowledge of men and management is equally essential in a great civic organization and in a steel corporation; and it is only in proportion as this ability exists in the man at the top that the organization is successful.

It is all work: exactly the same work, the same call upon the capacity for organization, the same knowledge of human nature in the selection of men, the same call for soundness of judgment, wise decisions; the same responsibility. Even greater is the responsibility; for, in a business of his own, the man is to a large extent spending his own money; in a position of civic responsibility also, he is often spending his own, but more largely he is spending the money of others. Instead of dealing with iron, textiles, leather, commodities, and the welfare of his employees, he is now functioning with human beings almost entirely, and this brings the thrill which is missing in inanimate commerce.

No business man, feeling the call in his heart to retire, need think for a single instant that his hands will be empty or his brain remain inactive; nor need he feel that the same capacities which made him successful in trade are not adapted to the interests which will be presented to him. The one great point of caution and wisdom is that, in his sudden feeling of freedom, he will miscalculate and attempt too much. There is where, I am free to confess, I went wrong, and am still going strong—too strong for comfort or fullest efficiency. The temptation is to take on too much. For in this wonderful world outside of business, a man cannot drive any more horses with efficiency than he can in the world of commercial affairs.

Now, the element of 'play' in a world in which there is just as much work as in the business world lies in the psychological joy that everything is self-imposed: all is of one's own choosing, with the instinct naturally pointing to the

thing we most want to do, not to the thing that we must do, whether we like it or not. If there is a world that is like an oyster, it is this world outside of business; where one can choose the kind and size of the oyster, and open it as he wills. This is not work. Work is where one works for self; for and from necessity. The other work is 'play,' in that one works for others. Someone will say: 'I don't see the distinction.' No one can, until it is actually felt and experienced. But the difference is there; as distinct as night from day; as marked as sunshine is from rain. A man does not feel the same when working for others as when he works for himself, and this is not empty theory or, what we choose to turn up our noses at nowadays, idealism. It is an actual physical fact.

Interesting and varied as were my duties previous to retirement,—and few positions are more absorbing than that of the editor,—I can truthfully say that never have I felt physically stronger, or more mentally fresh, than at the end of these two years of self-retirement. The notion that an active business man will deteriorate if he retires is, of course,—with the inevitable laugh removed from it,—an idle statement and not worth a moment's consideration. Cyrus W. Field did not deteriorate; nor did George W. Perkins, nor the host of other men who gave up the chase for money for the game of the other fellow. The American public shows no sign of believing that Herbert Hoover is deteriorating.

The trouble with the average business man is that he cannot let go. From habit he has for so many years gone to his desk, that he has become part of it. It has become his shrine, and so assiduous is his worship at it that he turns it into his own execution block. Scores of executives, altogether too long in the harness, are actually convinced—in their own minds—that, if they were to pull out, the wheels of the machine which they have constructed would either creak perceptibly, or cease turning altogether; whereas, the simple truth is that, in nine cases out of ten, they would revolve infinitely faster and more smoothly.

I have known several business concerns, where the best thing that ever happened to their interests was the absence—generally enforced—of the heads, for three or six months: never did the machinery work more smoothly: never did the ledgers show a larger volume of business and a better profit. One would imagine that these executives would learn from such experiences,

but, oddly enough, the explanation, to themselves and to others, is always that such a result might be shown for a limited period, but that in the long run the business would naturally feel their absence. And all the while the under-executives fondly wished—to themselves, of course—that 'the old man might have remained away a while longer'!

Puck was right: 'What fools these mortals be!' How important we are to ourselves! It is positively pathetic, to how few men comes the realization that they have reached the 'saturation point.' And yet these same men could be powerful factors in new positions: a regeneration would come to them with selfless interests which, in their old positions, would be ever denied them.

So many men have said to me during these two years: 'I know. I know you are right. My wife agrees with you. I ought to stop. I mean to stop, too. But I am not quite ready.' Such men will never be ready. A business man said to me: 'Heavens! you wouldn't want me to leave my business in lean times like these? This is the time of all times when my experience is needed: my guidance valuable.' That was a year ago. His line of business happened to be one of the few which have recently prospered, and so, three months ago, when he told me how busy were his works, I said: 'Well, why don't you retire now?' He looked at me amazed, forgetting his previous remarks, and answered: 'What! Leave my business now, when it is coming with a rush? Why this is the time of all times when they need my experience to show them how to handle the volume.'

The time is never right to such a man. He cannot see that his business could work for him for the rest of his life without his working for it, with executives, younger and closer in touch with modern currents, straining at the leash, eager for more responsibility, and equally able to command.

It is true that I have met men during these two years who have retired from business, and have gone back, and gladly, within a year or two, when the novelty of the changed condition wore off. But in every case there was a distinct reason that does not apply to the average intelligent man.

Of course, if a man retires from active affairs and deliberately devotes his time to idleness, he will soon exhaust the calendar of interest. And it is right that he should. The world is too busy

for retired men of that calibre. But I have yet to meet one man who has let go of business in the right spirit,—and I have both met and heard from a number during these two years,—who for one moment regrets his action or has the slightest desire to go back into the harness.

'How does, and how can a man, retired from business, spend his time?' is asked.

Concretely, I should say a great deal of it—too much, alas!—is spent in convincing people why he cannot write this, or speak here, or associate himself with this or that organization, or make an appointment in a day already on a half-hour schedule, or become interested in what one writer believes to be the greatest menace to American life, or what another deems sure 'is the one solution to present world conditions.' Nor is my own experience, I find by comparing notes with other retired men, any different from the overtures that come to any man the moment his community knows that his mind is free from business pressure. Of course, a number of these suggestions are unworthy of consideration: I never quite realized before the bewildering number of disordered minds. But after these are all weeded out, the ratio of thoroughly worthy and desirable opportunities is beyond belief. It is a veritable case of holding one's horses lest one be committed, before he realizes it, to something which engrosses all his time, to the absolute exclusion of even the most minor personal interests. Nor is this to be wondered at when one scans the horizon, and realizes, not only how busy the world is, but how numerous are the problems that cry aloud for solution.

When I retired from my business, I had no set plans, and determined to have none, save that I had promised to write a book. But it was months after my freedom came to me that I could even reach this one definite plan in mind. My vacation was a brief one, of just two days, when I was plunged into one of the most engrossing tasks I ever attempted, and which consumed my energies for weeks. And so it has been for two years, and I fully expect it will be so, if not worse, for the years ahead. The variety is endless. In my own case, my lines tend more to literary, musical, civic, and educational interests. But the opportunities in every activity that the mind can conceive of are equally great, so that no man need feel for a moment that something will not be suggested to him, which will fail of fitting his particular ability or reflecting his special taste.

But the thrill which he will feel most is that priceless sense of freedom with which he can consider, select, and assume. The pressure of obligation exists, but it is different. He is not a paid executive: he is an executive of his own free will. If he enters an untried field, where the structure he is asked to raise begins at the very foundation, the novelty of romantic adventure comes full upon him; and as he blazes untried paths for others to follow, he gets a constructive sense that the new paths he created in business failed to produce.

'All of which,' says the practical business man, 'you can do, and still remain in business.' None of which you can do, and stay in business. I tried it, and I know, and so knows every man who has ever had the two experiences. No man can serve two masters wholly or fully: one or the other must suffer. Besides, the service is not full unless fully given. The problems outside of business today call for exactly the same concentration and single-mindedness as do the problems in the business world. They are equally large of scope and wide in momentous potentiality. It is one thing or another: there is no medium road to the man who would feel the real joy of service. That comes only from complete renunciation of the one and a full devotion to the other. You may experience pleasure from the half-time effort, but not that deep inner satisfaction which comes only to the man who serves singly and solely.

So, I respectfully report to all doubting Thomases:—

'Tired of it!'

Tired of what: one's priceless freedom?

'A theory that won't work out!'

If all theories would only work out so well!

'Ready to go back?'

To what: the bondage of the dollar and the single-mindedness of the trader?

No, my friends, there is a clearer air than all this, albeit no one has more respect for a man pulling his weight in the world of affairs than I have. But not on and on and on; when he has done his work; when he has accomplished and accumulated; and when, as he was given a chance in youth, it is for him to remember it is his duty to give others and younger men the same chance. No man is a good citizen until he has done his

part in the world of business for which every man is created; but, by the same token, no man stamps himself as a good citizen who remains in business when he has accomplished, and refuses then to give others a chance and to give himself unreservedly to that public from which his opportunity for accomplishment has come. Only thus does a man stand as a foursquare citizen.

To that man, seeing clearly and forgetting self, Life holds out an experience that no words can describe, and no amount of writing can explain. To such a man, the gospel of the brotherhood of man becomes something more than a note in an after-dinner speech; idealism becomes a reality, as the soul creates the ideal and the mind takes the *l* out of it, and it becomes an idea, firm and established in the minds and lives of the people. He realizes, as he cannot in business, that the dreamer precedes the doer. Every day it is freshly brought home to his mind that practical idealism is the truest current that can sway and swing great movements. He comes closer to the American public, and his pride and confidence in that public increase and deepen. And while he constructs the thing in hand, he constructs, broadens and deepens himself; until, after a year's effort, the walls of his own mind have stretched to an extent which he would not have believed possible, and which years spent in business would not have brought about. He realizes that wonderful sense which comes to some men,—and fortunate are they to whom the realization comes,—that we are divinely selected agencies, through which a given piece of work is sought to be accomplished, and that he has been chosen.

And greater or deeper satisfaction can come to no man.

Take one large, grassy field, one-half dozen children, two or three small dogs, a pinch of brook and some pebbles. Mix the children and dogs well together and put them in the field, stirring constantly. Pour the brook over the pebbles. Sprinkle the fields with flowers. Spread over all a deep, blue sky, and bake in the hot sun. When brown remove and set away to cool in a bathtub.—(*From the Michigan Health Bulletin.*)

Life Long Recreation*

"In terms of life long recreation," said John Bradford, Field Secretary of the Playground and Recreation Association of America, "the city child knows more joys than the child reared on the farm. I myself love fishing because my Dad taught and encouraged me to fish as a child, and it has been a life long recreation to me, affording continual pleasure. Simple things for people to do are important—more so than elaborate programs.

"Along the water front I once saw a group of men, bowling. These men had learned those bowling games in Italy as boys, and were able to extend this pleasure to later life when they found themselves in a foreign environment.

"I came this summer in my travels upon an artist colony where an artist was making a sketch. The artist noticed a butterfly sailing through the air. From my early training I remembered what kind of butterfly it was, and was able to supply his inquiry. 'That's a monarch, the only one which migrates,' I said, 'going south,' and I was able to point out the tortoise shell and other features. There was something I had learned when I was a boy which came down with me through the years.

"I saw a fringed gentian and picked it. In a few minutes I met a country child and asked the boy if he could tell me what this flower was. He said in rather a surly tone, 'No,—don't know.' I asked five country boys, and none knew. Presently I came to the railroad station and saw a lad all dressed up who had just got off the train. He was a city boy and said to me, 'Oh, sir, where did you find the fringed gentian?'

"The city boy knew all about the flower from pictures and stories although he had never actually seen one, while the country boy ignored treasures in his midst.

"Storytelling—another life-long recreation. I can appreciate that pastime, for I used to be put to bed with a story every night. There is great potency in 'Once upon a time'. The Canadian lad knows the love of a story. The story in youth influences our whole life and character. I was asked to tell stories at a girls' college, and when the girls heard that they were to be told stories, they said disdainfully, 'What do you think we

are!' Twenty-five came the first night and three hundred the next night.

"When traveling on trains or boats, I have often collected the children and have told them stories.

"In Reading there are many hiking clubs. I was strolling for several miles with a man sixty-seven and remarked that it was quite a hike for him. 'No,' he said, 'I am getting old and folks don't care for me any more, but I love to walk—to get out on the open road or among the trees.' Hiking is a life-long recreation.

"Then there is music. In Johnstown, Pennsylvania, each man in the Municipal Band has played twenty-five years. Each has played some instrument since youth which has enriched his leisure time in later life.

"Reading is a life-long recreation. Every child should learn to read and to love it. As a boy, I read Thackeray and Shakespeare and Dickens. My parents laid the foundation for my enjoyment in later life. Now reading is an outlet and a recreation to me.

"Bowling on the green is another. In Canada, men in every town and city enjoy this pleasure.

"Public speaking is a life-long recreation (for some people).

"*Serving* is a recreation. Some people find their recreation in serving—on Boards of Young Men's Christian Association or other public offices. Some in teaching, and so on.

"Corn husking I used to enjoy. I remember the good old husking bees which I used to attend, and today the spirit is in my heart. Especially I remember the pleasure of getting the red ear which gave me the privilege of kissing the prettiest girl. (Also a life-long recreation.)

"The simplest things are the things which can bring joy and happiness, and these simple things must begin with childhood. After thirty a man or woman is reluctant to begin to study the butterfly or the flower or to read the fairy story, but these simple joys instilled in youth are extended beyond childhood into life-long recreations."

"To me, there is nothing which keeps the people young like games and play," said Mr. S. Wales Dixon, Field Secretary of the Playground and Recreation Association of America. "If they are ever worth anything, they should always serve the purpose of youth. We should never lose our interest in them. They help us to be more companionable with our children, on the streets or anywhere. One of the finest examples

* Summary of discussion at Section Meeting on Life Long Recreation, Ninth Recreation Congress, Atlantic City, October 9-12, 1922.

of what games can do was proven to me in a street organization. A street on which I lived in a newly broken section of town; before fall thirty houses were occupied on that street which had previously been vacant.

"The inspiration started one evening on the porch where a few of us were gathered together. We wondered what we could do to make the place more attractive and how we could provide more interest for the children. We thought first of the children and then of ourselves. We organized the Deerfield Athletic Association and had two baseball diamond celebrations on the Fourth of July. We had a Baby Parade on this occasion, the last born baby being wheeled by the father. The next grade children had sports and stunts. In the evening we had band concerts. The houses were decorated most attractively and people said that it was the prettiest place in town. We all liked our little neighborhood so well that we had no desire to leave town because there was nothing so good anywhere.

"Storytelling on the playgrounds is a worth while event, and to have a child take that story home adds to its value. A story is the finest thing in the world to brighten a home. Many things can be carried back to the home. The time when the parents play with the children should be extended. The older people on the street which I mentioned joined in the community project. The back lots were grown high with weeds. We all got together and cut down the weeds and started gardening, and it wasn't long before our little settlement which was in the outskirts of the city had grown into a thrifty community. Let the men get out with the bluebirds in the early morning and make gardens and fun for themselves. In Hartford, we had an Elderly Folks' Association. This came about as the result of a Fourth of July program. We felt that everybody who was at home ought to have a place on the program. Upon analyzing it, we found that the elderly people had no place, and so we organized The Elderly Folks' Association, and presented the idea to the mayor. The mayor laughed and said that the old people did not want noise and suggested that they have a musical and literary program. This seemed to be a fine idea and it was heartily endorsed. The newspapers took it up and offered prizes—a handkerchief or an umbrella or some useful article was given to the handsomest 'boy' or

'girl.' The lower limit was sixty years of age. They all brought their lunches. The mayor joined them, and they had a happy time. In fact, they wanted it repeated and voted that it be repeated next year. Then came the request that it be held oftener. Now this Association has been going more than nine years, and it is better than ever.

"Fathers and mothers should sing, and they can. Self-consciousness is all that prevents them. In Hartford, a group of fathers and mothers met in the Park House, which accommodates about one hundred and fifty. We began with readings, and in this way we learned a tremendous amount about many things. For example, a great deal of interest was shown in certain historical facts which we read about our city. It was stated that Hooker crossed the river at a certain point and landed at a certain place. A discussion arose about this, and some were able to remember and knew exactly the correct spot. Presently, they were all over their self-consciousness and sang. Finally, trios and quartettes were developed, and now the music is actually good and the spirit splendid.

"We must do all we can to extend the time when parents play with their children. Nothing is more worth while. I have a boy on the high school tennis team. I have 'licked' him three times, but I know my time is short. I want to hike with him and participate in his pleasures just as long as I can. Versed in Nature Study, one is never at a loss for interest in a hike. There is no limit to the possibilities of social development along these lines."

Mr. Charles F. Weller, of Community Service, said, in part, "I can tell you how I got young while living in an apartment on a Chicago street. We kept a dog, a cat, a parrot and a canary, in spite of the limited dimensions of our home. In fact, our neighbors said we seemed to have room for everything but a cow.

"One evening I went out in front of the house and proposed a game of *Pom Pom Pull Away*. This is a simple game, and soon we were in the midst of the frolic. My awkwardness showed that I was getting old. I skinned my knees and did a few other awkward things, but my spirit of youth was renewed. Another stunt we did in Kansas. We got the boys and girls together, picked out an empty tin can from the ash heap, put the can on a box while the youngsters lined

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Training Young America for Citizenship

By JAMES E. WEST, Chief Scout Executive, Boy Scouts of America

I come not because I want to sell the program of the Boy Scouts of America, not because I think any word from me is needed to impress you with the need of a deeper and broader and new conception of training for citizenship, but I come because I want you good folks engaged in playground and recreation work to know that I believe it to be one of the necessary things in this day and generation. I want you to feel that perhaps while you do not have the same opportunity to be appreciated by the community and by the public in relation to this great problem of training for citizenship as some others, in my judgment you are beginning at the place where it is most fundamental if we are to have a citizenship that is worth while. Because of that conviction I, as a volunteer, was enlisted by Mr. Weller and began to serve on the Playground Association Board of Directors of the city of Washington at the time when Congress refused to carry the splendid program which Dr. Henry S. Curtis had, after years of hard work, developed for the national capitol. Because I believed so thoroughly in playground work I neglected my personal business, and made it the first order on my calendar to see to it that Congress changed its mind as to this vital matter. In spite of the adverse position of the Speaker of the House and the appropriation committee for the District of Columbia, in cooperation with Mr. Hanmer and Mr. Braucher and a few other earnest citizens, we secured a majority on a roll call and established as a public institution on a wholly publicly supported basis the playground system of the national capitol.

This was the first time in history so far as I was able to learn that an appropriation was made for the District of Columbia against the opposition of the appropriation committee. It simply meant that the merits of the work were such as to win the earnest support of sufficient members of the Congress to vote down the adverse recommendation of the appropriation committee. It has been so supported ever since.

GOOD HEALTH FUNDAMENTAL TO CITIZENSHIP

In my conception of training for citizenship,

* Address given at the Recreation Congress, Atlantic City, N. J., October 12, 1922.

friends, I count as fundamentally important, good health. I believe it is in the power of every boy and girl to be in good health, I believe they will be in good health if the community gives them that opportunity which is their due. And I believe most communities are disposed to give them this opportunity. This requires something more than our school organization, because our school organization is only for a part of the year and only for a part of the people. It requires a playground and recreation program. It requires more than that. It requires leadership, trained leadership. How well I remember in that fight we made that Jim Torrey of the House of Representatives with all of his brilliancy, in speaking in opposition to our proposals, stated that you might just as well undertake to teach a fish how to swim as to teach a child how to play, showing thereby an ignorance, a lack of appreciation on the part of the everyday person as to what leadership in recreation is.

We are all familiar with the life of Theodore Roosevelt. We know how he as a young man made it his business, before he amounted to shucks in public life, to make himself physically fit. In this great movement I have the privilege to serve, we place as fundamentally important the consideration of physical strength. Every scout takes his oath: "On my honor I will do my best to do my duty to God and my country, and to obey the scout law, to help other people at all times, to keep myself physically strong, mentally awake, and morally straight."

Thus we who are in the work of the Boy Scouts of America, having as our objective, character building and citizenship training, count as a matter of primary importance physical fitness, and you who are in recreation work are achieving highly to that end. More power to you!

CITIZENSHIP AN ATTITUDE OF MIND

What is training for citizenship, assuming that we have physical fitness, assuming that we do get over to the public, to the boy and the girl in America, the idea that it is within their power to make themselves physically fit if they will submit to the routine which brings physical fitness,—

what more do we want? I might give you technical definitions. I might tell you what some of the learned scholars have said. When I got through perhaps you would understand the findings of that commission which Dean Russell tells about, appointed immediately following the war by teachers to look into the question of citizenship, of Americanization, and see what was lacking in the colleges and schools, and see if they could find a bright spot to which they could point with pride. This commission in its reports found for the most part that there was vision and in some instances a system established to tell people about government, and, in some cases, to teach people how to function as a part of that government, yet it found everywhere woeful lack of definite program and procedure to do the thing which in its judgment, and in the judgment of all of us who believe in the scout method of learning by doing, is fundamental, for putting over this idea.

I agree with the last speaker when he tells you that we should not think of citizenship in terms of the future as it relates to the boy and girl. We ought to think of it in terms of the present. In our judgment, citizenship, summed up in just a few words, means spirit, or an attitude of mind. It does not matter to me whether a boy lives on Fifth Avenue or on the Bowery, in the country or in the large city, but it is highly important that as a growing boy he be exposed to those influences which give him a basis for determining for himself what is right and what is wrong, and give him a basis of feeling that he is definitely related to organized society, that as a citizen he has responsibility, not merely a privilege. So we in Scouting are working along on a program with which you are familiar. We begin with the boy of twelve years, and put him into a patrol under a leader who is a boy of his own selection, with three or four patrols in a troop, managed where it is done wisely by a senior patrol leader with a scoutmaster cooperating to bring out of the patrol leaders those qualities of leadership which bring definite results in giving the boys the right attitude of mind. We follow a program which places upon the boy the responsibility of deciding for himself what he will do. An unlimited opportunity is given him. We try to make him feel conscious of his obligation to do something worth while, to do daily a good turn, to be responsive, to be helpful to others.

CONSCIOUS THAT HE'S ON THE TEAM

This is made possible, because the activities are all definitely related to the motto, "Be prepared"—be prepared to serve, to serve others, the community, the state, the nation, and then deliberately to go out of our way to find opportunities for boys to render service. Some of you remember the great dramatic service the Boy Scouts rendered during the war. It was dramatic. I refer to it because I want to bring to your mind what is possible through organized effort. One out of every three of the subscriptions for liberty loan bonds of the United States Treasury was brought in by a Boy Scout,—a splendid accomplishment. And so were other war activities, and great community activities going on today with less publicity and less opportunity for dramatization. And so we are striving to give to the boy the right attitude of mind. There is no better way than to give him a position of responsibility in connection with organized society. Our clean-up campaigns, our walk-right campaigns, and all of these other forms of civic activities, are deliberately planned, not only to help the community but also to give the boy a consciousness that he is on the team for law and order and decency. It gives opportunity to establish the right relationship to organized society so that the boy feels that he is a part of it,—a citizen, if you please, although he may be but twelve, thirteen, fourteen, fifteen, or eighteen years of age.

Yes, we believe there is such a thing as training for citizenship without necessarily a long detailed expert knowledge of the thing, although we believe that knowledge is a part of the training, to some degree at least. Do you realize exactly the conditions as they are in this country of ours with reference to the degree of training which the everyday boy and girl gets for citizenship? In this country we have made a wonderful program along the line of really intelligent, scientific study about the facts and conditions affecting our material resources. The great government departments at Washington at the expense of millions of dollars annually bring to our attention, according to the nature of business in which we are engaged, those facts which enable us to know accurately what conditions are. The corn crop is not only estimated nationally, based upon information gathered by paid agents of the agricultural department, but actual, definite report is made of the harvest as gathered. The same

with wheat, and material resources in other lines, and with all kinds of manufacturing. We know very accurately what conditions are affecting these vital interests. We know how to get the best results out of the ground because the Department of Agriculture will give us for the asking expert advice on the subject. We know how to get a hen to lay the greatest number of eggs, how to fatten cattle. Millions of dollars are spent in that way every year.

NO NATIONAL ADVICE FOR MAKING CITIZENS

Sophie Loeb's recent book, written to arouse the people of New York to a further interest in its children, tells the story of a widow with four children. Remembering how their former prosperity was due in large part to the advice which her husband has received from the departments at Washington, she wrote a letter something like this: "My husband was successful because you advised him. He has died. He has left me with four children to care for. Will you be good enough to tell me how to bring them up into citizenship so as to be a credit to him, to me, and to the nation?" The letter went from one department to another. After about three months, having had no reply, she wrote again, and this second letter caught up with the first one on somebody's desk, and the clerk wrote back: "Your letter was received and has been to this department and to that department. I am sorry to tell you that there is nobody who can officially give you any advice whatever as to how you can get better results in your effort to raise your children."

We assume, friends, that because we have a great public school system, this democracy, dependent more than ever before, not upon the leadership of a few but upon the cooperation of all, we are apt to assume, I say, that the democracy is safe. We perhaps forget that because of the generosity—shall I say generosity?—or because of the indifference and ignorance of those who have been in positions of responsibility, a condition has arisen so that there is in this country a foreign influence to the extent that one out of every three is either alien born or is under alien influence. I do not suggest that from this great group of men and women there is not coming a great deal that is desirable to America, much that is desirable does come but the mass is a great deal for us to assimilate. We are apt to be content in assuming that all is well because we have a great public school system

and wonderful churches,—that we shall come through somehow. What we know of the facts—the great departments at Washington cannot give us the facts accurately—gives cause for thought. The Department of Education estimates that approximately seventy-five per cent of the boys and girls of America leave school at the age of fourteen and that of this great mass of boys and girls under fourteen who are in school, fully one-half are in school for less than six months in the year, and worse yet, that nearly one-half of them are being taught by teachers who are not themselves even graduates of high schools. Children leave school at the age of fourteen—if they go to school until that age. Twenty-five per cent only go through the high schools. You can see for yourselves that unless they have had firmly embedded in their hearts and souls something that gives them the right attitude of mind towards organized society, since no adequate training along the line of civic responsibility is given in our public schools, they are going actually to stumble into citizenship without preparation, dependent for the most part on the leadership of the politician whose primary interest in them is a selfish one. No, friends, I wish time permitted me to give more of the picture of conditions affecting this great country of ours. They are such as to make it necessary for all of us engaged in social work, no matter in what line, to unite in cooperative effort, so that all of these movements dealing with the youth of our land, whether boys or girls—one is needed, as much as the other—any agency which is attempting to provide a program and leadership for boys and girls during the adolescent years, so as to supplement the work of our homes, schools and churches may be given our hearty support, in order that we may make sure that this democracy has a trained citizenship.

THE TOTAL OF ALL LEADERSHIP IS NOT YET ENOUGH

The reason the Boy Scouts of America, with its 550,000 members and 127,000 men giving volunteer service, has been favored and permitted to prosper as it has, is because we have been making just a little bit of a contribution along these lines. Splendid as our work is, and growing as we are, what we are doing is after all, so small in comparison with what needs to be

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Training Young America for Citizenship*

BY LESTER F. SCOTT

Executive Secretary, Camp Fire Girls of America

When I was first asked to speak on this subject at the final meeting of the Recreation Congress, the thought at once came to me, "What new thing can possibly be said on this subject?", the most important subject that there could possibly be in a democracy, and I thought before I came to the initial meeting of the conference on Monday evening that I knew just about what I was going to say to you. But since hearing Joseph Lee speak on Monday night and attending all of the section meetings that I could possibly squeeze into and missing many others that I wanted to attend, I have discarded every thought that I had and will spend the time allotted me in a review of certain of the meetings that I have attended here in these four days.

May I beg leave of the chairman and delegates to digress for a moment to say that personally I have gained more from this conference than from any similar gathering that I have attended in years. The spirit shown here has been so evidently one of eagerness, and cooperation with others and a thirst for the new methods expressed so frankly on all sides that it has been somewhat of a surprise to me, and I am leaving the conference with a deep feeling of humbleness and a certain knowledge that I personally have a very great deal to learn concerning the place of recreation in the field of modern education. I have also a feeling of thankfulness that I arrived in time to attend the meeting of the opening section and that I stayed through. When the invitation first came it seemed to me that it would be impossible for me to come to Atlantic City and spend practically an entire week but I am glad indeed that I got here in time to hear Mr. Lee say one thing that has stuck in my mind throughout the four days as of vital importance in the education as well as the recreation of all children.

As I said before, I am arranging this short talk on the skeleton provided by a series of quotations from addresses made here at various meetings and by impressions that I have received while in Atlantic City. First of all there is a verse in Isaiah of which I have always been ex-

tremely fond. It is this: "Without a vision the people perish," or as it has been translated: "Lacking a vision the people scatter abroad."

Second, I heard Dr. Crampton say at the section meeting on Physical Fitness for America, in describing the death from pneumonia of a certain man, "That man had no right to die for he owed the community twenty years more of useful service."

Third, Joseph Lee, in opening the conference, said this: "Every child has the right to be exposed to art"; and again, "We must discover a way to develop a tradition of play."

Fourth, last night you heard Mr. Taft in his splendid talk on *Beauty in the Home Town* say this, in describing the cathedral builders and how they cooperated: "Every man in the village seized the rope and hauled the great blocks out of the quarries and when the great structure had been reared above the roofs of the city," (quoting from an ancient chronicle,) "they ended their labor and went their way and left a miracle upon the plain."

Fifth, this afternoon in following the boardwalk toward the inlet, I stopped outside a bookshop and examined a booklet called *The Runner's Bible*. On its cover on two tablets was this quotation from the Prophet Habakkuk: "Write the vision and make it plain upon the tablets that he may run that readeth it; for the vision is yet for an appointed time but at the end it shall speak and not lie, though it tarry; wait for it because it will surely come." Again, "Write the vision and make it plain upon the tablets that he may run that readeth it." That doesn't say what you think it said.

CITIZENSHIP IS BEHAVIOR

What have all these to do with citizenship? Citizenship to my mind is not technique; it is not machinery of government, however necessary such machinery may be. No amount of following rules will ever develop citizenship. Thought must be induced. Thought can only be induced by presenting an uncompleted problem for completion. Citizenship is behavior. Citizenship is a state of mind.

* Address given at the Recreation Congress, Atlantic City, October 12, 1922

A month or two ago a graduate student in Columbia University, studying for his doctor's degree, spent the evening at my home. His subject was zoology and he was preparing his thesis on a certain definite phase of Animal Behavior. He was studying the actions and reactions of a group of leaf hoppers, minute animal forms that destroy the leaves of vines. He deprecated the fact that the results of his investigations might lead to commercial benefit for someone. He took great pride in the fact that the great world of nature, its trees, its birds, its animals, held no interest for him. He was a specialist. He was interested in pure science. To me his whole plan of life and his activities seemed essentially hollow for he left out of his philosophy entirely the results of his labors on the behavior of human beings. Citizenship comprehends the actions and reactions of human beings upon each other. Citizenship must be made interesting. It is not merely balloting or nominating or functioning as a portion of the government. It is daily behavior. The proper kind of citizenship demands a life overflowing with joy. It is intensely human. It demands preparation.

A day or two ago I had a most interesting conversation with a man at the head of one of the great community houses in the middle west and he told me of the activities carried on in a city near his home in preparing young men for citizenship. It occurred to me then that we were confusing our terminology when we spoke of citizenship. Those young men were not really being prepared for citizenship. The citizenship of each one of them began the day when the doctor made the traditional announcement to the father of the family, "It's a boy." They were living intensely as citizens of the community from the moment of their birth and they owed to their communities as long and as useful and as active a life as possible. As Dr. Crampton said, "That man owed to his community at least twenty years more of useful service."

Good citizenship demands healthy bodies and builds healthy bodies and healthy minds in order that it may repay in service to the community.

CITIZENSHIP DEMANDS BEAUTY AND JOY

I have said that citizenship demands a life overflowing with joy. Such a life can only be thus full when the leisure time of the childhood of the race has been devoted to those things which later on become what President Eliot calls

"The durable satisfaction of life." In other words, as Joseph Lee said: "Every child has the right to be exposed to art." Citizenship demands that every child shall be permitted the right to attempt to create art forms that the enjoyment of the beautiful may be a part of her everyday life as is the enjoyment of food and sleep. We need have no fear for the artistic future of America if we permit the children and the adolescents to build our artistic traditions for us through constant exposure to all that is beautiful that has gone before.

Long ago I heard a very wise teacher say that there are just three rules that underlie the bringing up of a family or the teaching of any student. They were these: first, *patience*; second, *patience*; and third, *patience*.

Speaking of traditions, we have built many traditions for ourselves around the life of young people and most of them do not square at all with the behavior of young people. One of the most famous of these is, and it is a stock witticism and I have heard it said many times at this conference concerning boys and girls: "Oh, if they only worked the way they play." It has been a habit to depreciate the desire of girls and boys to spend their time in useful accomplishments. In other words, they don't like to work, which is but one way of saying that they are lazy. One has only to speak these words to see what an absurdly ridiculous statement it is. Never in the world's history has the rising generation been possessed of a more abounding energy displayed in more astonishing ways. We have only to list the names of some societies for the suppression of this and the suppression of that to realize how modern social organizations attempt to curb this energy. Our difficulty has been that we painted "work" the wrong color. We should have dipped our brushes in purple and gold instead of gray and black. If you want a practical demonstration of the influence of color on habit, ask any bookseller which books sell the fastest and he will always tell you the red books.

Why are we so afraid of associating the idea of work and beauty? Why do we always insist on making work hard, and, conversely, on trying to prove that beauty has no practical application and is a thing apart? There is a school teacher in Morristown, New Jersey whose name is Morton, who has written a very beautiful and a

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Training Young America for Citizenship*

BY REV. ROY B. GUILD

Executive Secretary, Commission on Councils and Churches

A group of church leaders at the close of the war were seated around a table in the Union League Club in New York City, discussing some of the things that we had learned from our war experiences. Bishop Reese of Ohio said, "There are two words that have come out of the war that ought to be wonderfully helpful to us all, because they are now enriched by those experiences—the words, community and communion." We had been talking about the need of the churches being closer together. We had agreed that there ought to come a closer communion of communions. Let us use the word communion—not the word denominations—thus denoting fellowship. Community and communion. The church and the community—how closely they ought to be linked.

In a typical Texas town of about five thousand people, I met a typical Texan, six feet two inches in height, broad shouldered, an altogether delightful man. In that town there had been a series of depredations. Several stores has been broken into. These depredations had been occurring with marked regularity. The persons committing them had not seemed to want money, but each time there would be missing so many cans of salmon and sardines and so many boxes of cookies, and other things of that character. Only once was a till broken into. The town marshall kept an eye on every train that arrived, but the robberies went on. One day some of the boys of the town disappeared. It was a source of anxiety to some parents, but a relief to the rest of the community. Stories began to come from down the river. Finally came the news that those boys had been arrested for stealing about twenty boats, which they had picked up on the way down the river. The immediate result was that everybody called the boys "the boat gang." The boys wanted a vacation, and having no money to finance the expedition, they had broken into the stores to get their provisions, and had taken the boats for transportation. The big Texan already referred to said: "Let me go down after them." He brought the boys

back. Instead of taking them to the lockup, he took them to a playground. He went to the merchants of that town and said: "Let us give these boys a place to play which is their own." He raised the money, and the boys built their own fence. He had never studied the psychology of the boy, nor attended a playground conference, but he knew the sense of proprietorship that every boy has. Some of us have not discovered the fact that we must let a boy have his own corner of the house where he can do anything he pleases. So he gave them a playground with a fence around it.

Then this Texan acted as a splendid churchman should. He did not say what the church ought to do, but he went about securing money for a winter building. The boys erected the building and made the furniture. The man worked out a ritual for the club life, which made membership mean more to them. They did not smash the furniture. The outcome was that in that town they had the finest lot of boys in Texas.

THE CHURCH IS CONCERNED WITH CITIZENSHIP

What are the implications of this story? In the first place, the boys were bad citizens and were becoming worse. In the second place, the church was concerned about the citizenship of those boys. In the third place, the church believed that pleasure and citizenship had something to do with each other. In the fourth place, they all combined in a community proposition to develop those boys into good citizens.

The church must be tremendously concerned about citizenship or fail. The chief objective of the church is to make good citizens. Let me repeat it. The chief objective of the church is to make good citizens, not good citizens up in heaven, but the chief, immediate task of the church is to make good citizens now and here on earth. My authority for that statement is the work and the teachings of Jesus Christ. The Founder of the church had as the objective of his life the establishment of a kingdom, and his disciples were to be the first citizens with Him. They were to go out and develop other citizens.

* Address given at general meeting on Training for Citizenship, Ninth Recreation Congress, Atlantic City, N. J., October 12, 1922.

Do you recall the accusation on which He was sent to Calvary? It was because he declared he had come to set up a new kingdom. At the beginning of the Passion Play there comes the evidence on the part of the Christ as He moves out in triumphal procession, that it is an act of his citizenship in establishing His kingdom in His fight for righteousness. And another interesting thing is that the children are there. When they come in the triumphal procession, among those who join in the press, are the children. The interest of Jesus in the children is shown as he enters into conversation with those who would silence them. He tells them that if the children were to keep quiet the very stones would cry out. Then Jesus turned from the children and went after the Temple grafters. Then it was that trouble began for Him. Immediately his enemies determined to put Him to death. It was the effort to establish a present kingdom that brought that about.

I do not need to dwell upon the point with this group, that the objective of Jesus was the establishment of a kingdom. "Thy kingdom come, Thy will be done on earth as it is in heaven." I do not know all the meanings of that word, heaven, but when we think of the movement of the stars in all the heavens, and of this as the manifestation of the will of God in the heavens, of the mind and heart of God in the universe, it staggers us. To think that every star in that immeasurable universe moves in perfect rhythm. In some way or other the object of the church is the establishment of citizenship in the kingdom which must be in conformity with the law that as all nature is in perfect rhythm with the Will of God, so mankind must obey His laws.

PIETY AND PLEASURE ARE INSEPARABLE

Let us keep in mind that there is a close relationship between religion and pleasure. Piety and pleasure are inseparable. We have not always thought so. We have thought that a pious person must have a long face. In Old Testament times, they held the dance and the prayer meeting at the same time. There has come some change in the dancing, I will confess, and likewise some change in the prayer meeting. There was the twofold expression of happiness. When I read in the Psalms: "I was glad when they said unto me, Let us go into the House of the Lord," I think of Johnny's mother who wanted

her boy to be an ideal man and so kept him away from the other boys. She wanted him to like to go to prayer meeting, so she would say to him, "Now, Johnny, if you are a good boy, I will let you go to prayer meeting with me." Well, the circus came to town and finally Johnny's mother was prevailed upon to let him go. When he came home she asked him if he enjoyed the circus. He said, "Did I enjoy it? Oh, Mother, if you would go to the circus once you would not want to go to prayer meeting at all." There has come a separation of pleasure and piety in this country, and the small boy prefers the circus. I believe that we must link the two together, so that we may have some of the praise meetings of ancient times that there may come out of them something of that spirit of the grand old psalms that, like them, will go on down through the ages. Pleasure and religion are inseparable. We must see to it that we have the two. "Who for the joy that was set before him."

THE IMPORTANT THING IN CITIZENSHIP IS CHARACTER

The next point is that in all our work to bring up the citizen, we recognize what has been said again and again that play makes for character. The important thing in citizenship is character. The better of two citizens is not the one who knows all the methods of government. Sometimes he is the worst citizen. The very best citizen is the one who knows all about the method and has the character along with the knowledge. I have been more concerned with my three boys about how they played than about how they worked, so far as their moral character goes. As the boys play in school day life, so the men will play the game later in the business world. The church, if it is going to make good citizenship must be concerned about these things.

There are two or three ways in which the church may do this. There is, first, the play and recreation life of the local church. That used to cause us a good deal of trouble. I believe in having a gymnasium in the church. We have fine accommodations for the women—kitchen and dining room, and parlors. And in them the women serve dinners for the men. But many churches have not thought to spend anything for the boys in the church. In Topeka there was a physician who believed that the boys of high school age could be held to big things. He

brought four other men together to help, and the story of how they held the boys is a wonderful one. Dr. Van Horn was a physician with a large practice. More than once when he was with the boys in the club room of the church, the telephone would ring, summoning him to a sick room. Repeatedly he would call another doctor to take care of the patient, while he would stay with his boys' club. This explains his success. Those boys grew to love that church. We had billiard tables—one family left because of that. One of the boys was crippled. Here in the club he could play with others. When he grew worse and was about to die, he expressed his faith in a simple way: "Everything is all right. I am not afraid to die. I have been square with every fellow." I wish all of the deacons and trustees and officers of the churches could say the same thing. We were making citizenship there. Practically every fellow went over in service in the great war.

Another thing,—we must have home play. The average boy can have one object of loyalty, and that should be his home. I thank God that all over this United States homes are taking up the problem of the home life and home play.

MOBILIZE THE GOOD FORCES FOR THE PROTECTION OF THE YOUNG

The next thing is to mobilize the good forces of the community for the protection of the boys and girls. That is the thing to which I am giving my life. Next week, we who believe in the cooperation of churches and are working for it, are to meet in Washington in conference with allied agencies, in order that we may study together how to avoid confusion of issues, how to simplify them. "Thy kingdom come, Thy will be done, on earth"—that prayer will be answered in any city when it becomes safe for the home and for every boy and girl. I wish in all your cities you who are interested would have a great meeting and, as Jesus did, set a little child in the midst, and say, "What is there in this city that may hurt the character of this child? Let us write it down." I have seen two great programs for public welfare made up of the things that might menace the growth of a child. Those things challenge the playground association, and other social service organizations. That is the negative side. On the other side let us put down the things that will help to make character. Try

that out, and you will have no trouble in laying out a program of work for your community.

What can we do? The churches are cooperating as never before. We can point to results. In forty towns the churches have come together with all other agencies to form a sort of board of strategy, for the protection of its boys and girls. In Norfolk the pool rooms decided they would like to make more money, and so they planned to lower the age limit. They employed the best attorney in town to go to the City Council and put in a petition that the law be changed in regard to the age limit so that boys of eighteen might enter pool rooms. In that town the churches had followed the plans of the Chamber of Commerce and organized the Council of Churches. When this petition was presented in the City Council a man there telephoned the Secretary of the Council in regard to it. He called the other people whom he knew would be interested—the Chairman of the Women's Department of the Council, social service chairman, and others. They went to the City Council at its next meeting to protest. One man made a statement for the churches, a good woman made a statement for the Women's Clubs; another man spoke for the men of the city. At this point the attorney was becoming nervous. Then came a letter from the Judge of the Juvenile Court, saying that he had long ago discovered that most of the depredations of the boys were hatched in the pool room, adding, "If you are going to change the age limit you will have to create another Juvenile Court to take care of the increased delinquency." The attorney then threw up his hands and exclaimed, "For heaven's sake call them off!" He withdrew the petition and congratulated the officers of the Council of the Churches on the ability to mobilize so quickly, and to speak so unitedly in the interest of the youth of Norfolk.

In Indianapolis, in a theatre, a show was being given that was so bad that the Secretary of the Council of Churches called up the chief of police. The chief knew the whole moral force of the city was on the other end of the wire. He replied, "If what you say is true, I will stop it." It was stopped, under threat of permanently revoking the theatre's license. Why is the church concerned with the character of commercialized amusement? That Secretary with two social workers saw high school boys in that theatre on the first day, and by the time that

act was to go on a second time, they had counted two hundred boys of high school age in the audience, and they said, "We must strike together for the moral sentiment of the town." Mobilize so that these things that are detrimental to the training for citizenship may be prevented. The church may be imperfect, but the church has kept us in touch with that One who called us to serve in the kingdom. The important thing is that there shall not be duplication, but cooperation. We value this principle, and our object is that in any city where there is an organization that is looking after recreation, the business of the Church Council is to throw the whole moral force of the churches back of that movement, or back of any other organization that is peculiarly fitted for a certain purpose, so that in all this work for the social welfare, there may be on your part the consciousness of a very real—not just a prayerful—but a very real support of your efforts. When we see that you have a full program we will aid with all the strength that is in the churches.

Our children teach us many a lesson. As I was sitting here tonight, looking out over this audience, after this four days' session, I felt that it was a marvelous thing that so many delegates were here to the closing moment. I had said to myself earlier in the day, "Not many will be left here tonight, and I will be brief." Some years ago, we had company in our home, a very dignified kind of company. When we sat down to the table, I said the grace. I do not know just what it was, whether the grace was longer than usual or whether something unusually good to eat caught my small boy's eye, but suddenly I felt a pull at my elbow, and heard an earnest voice, "Say Amen, Papa." So this is the amen I will say now. Remember that we are all in the same great game, and it is a wonderful game. I like to think of everyone's life work as a game. People ask me if I do not grow weary in the work of bringing churches together. There are divisions, and difficulties, and things to overcome. It is a great game to play. It is a great game to build up all these forces for good. It is a great game in which all you who are in the Playground and Recreation Association play. You and the churches must play it together. What is the objective that brings you into line? What is the goal? "Thy kingdom come, Thy will be done on earth," now and here,—that is the great objective which all of us have. That is the real

citizenship which we must establish, because, friends, make sure of this: you have no greater assurance of your citizenship hereafter than you have of your citizenship now, and the one is in proportion to the other. What a privilege ours is! God grant as we all go back to our communities that we get all the people of our city to consider the youngest child, and take the challenge to make your city the best place in all the world into which a boy or a girl may be born.

Playing under Difficulties

The correspondence of the Playground and Recreation Association of America is exceedingly varied, but of the hundreds of requests for information and help which have recently come perhaps none is more appealing than the following:

"I am a little country school teacher, teaching in one of the backward sections of Florida. I have never played any athletic games, in fact, have only seen a few games of basketball, so know nothing at all about such things.

"But I want to interest my children in athletics. We have a baseball diamond fixed, and the children play with bat and ball, but they do not know how.

"We are also fixing a basketball court, have ordered ball, goals. I have secured rule books but can't understand them well enough to teach the game. The children have never seen a game, nor the grown-ups, either.

"A high school principal advised me to write to you, explaining my plight and said he was sure you could help me.

"I am very anxious that my children have a better chance than I had to learn those things. They do not know how to play, are full of malaria and hook-worms, but I am trying to teach them that to be well is much more interesting, to others especially, than being ill.

"I have thirty-five children, ranging in age from six to sixteen but our average is about twenty. 'Ague' is principally the cause, but I think if I can get them interested in something they will make a greater effort to get well and do better.

"Please give me information regarding badge tests. Any help you can give me will be greatly appreciated."

Town Planning

BY FRANK E. WETHERELL

An interesting bulletin has been issued by the Iowa Town Planning Association which is designed to inform Iowa cities and towns of the meaning and benefit of city planning. A great deal of emphasis is laid on the importance of parks and playgrounds which, the report states, should be maintained for recreational service rather than for show.

The first suggestion is for a down town park large enough to contain any public buildings which may be necessary and still leave sufficient breathing space so that no "over-efficient custodian need post his 'keep off the grass' signs."

The second recommendation is for enough acreage farther out of the city to provide each residential section of the town with a park. "Improve these with your available funds, with camp stoves, tables and seats, shelter houses, water, and toilet facilities so the people can picnic; or perhaps have camping spaces where the motor tourist is invited to tarry awhile. If you cannot do it all at once, make your funds count year by year. Provide for tennis, croquet, baseball, pitching horse shoes, skating, boating, coasting, tobogganning, and winter sports of all kinds, insofar as the selected areas may be suitable."

The report next recommends that still farther out, possibly beyond the corporate limits, a farm or two or other property may well be bought for future needs. "The rent should carry this land, but you should reserve portions of it for golf courses and public camping grounds. It may be necessary for your city to become 'land poor' for a while, but the coming generations will appreciate your foresight."

"Clean up your water fronts," is another suggestion. "Redeem them from private ownership. Clean up your railway approaches—a city park in front of the depot may be a most attractive place. If properly situated, this might well be your downtown park. It will make a lasting impression on the traveler passing through your city in indicating to him that your people have some interest in the city's appearance, and that the town is alive.

"Go out into the outlying districts and buy up a few acres of dumping grounds; land perhaps almost valueless at present and really a detriment to the neighborhood. Establish there a public dump where earth, ashes, building construction waste

and all rubbish, if of organic character, can be deposited. In only a few years you can send someone out to level it off—plant some trees, shrubs, and grass—spend a little money, and you will surprise your people at the results you have obtained for almost nothing.

"Parks are the playgrounds for people of all ages. The children should have liberal allowance of space in these parks and, in addition, there should be provided areas of from one to five acres every half mile throughout the residential section. Provide sand pits, regular play apparatus, swings, teeters, ropes, outdoor games and all such with a trained leader."

As a final recommendation, the report urges the area of the school playground for more general use with the school buildings used as real community centers, "fostering that neighborhood spirit which is so necessary to keep the people away from that metropolitan condition of not knowing who their neighbors are. Better cities make for better neighborhoods, and community spirit makes for better citizenship."

The provision of adequate land for park and playground purposes is a municipal responsibility and it is most encouraging to find city planners urging that more land be set aside for the leisure time interests of the citizens.

An All-Girls Athletic Meet

In view of the present day discussion of girls' athletics, Baltimore's method of meeting the situation will be of special interest.

Under the auspices of the Baltimore News, the Public Athletic League and other organizations, an all-girls athletic meet was held in the Armory on January 13, 1923. Twenty-seven hundred girls from thirty-two schools enrolled for entrance, and there were eighteen hundred and fifty participants. Ten thousand people crowded the Armory as the girls who were to take part, led by the band from the Maryland Training School for Boys, marched in. More than one hundred women officials, selected from the ranks of the athletic directors of the state, were in charge of the events.

Play started at a given signal, and several events were run off at one time. The events were as follows:

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A Bunch That Runs Things

V. P. RANDALL

The chairman of the recently organized Community Service Recreation Committee was discussing with the newly appointed executive secretary the question of a big community picnic which had been proposed.

"We simply can't attempt it," protested the chairman. "In this town a few people are compelled to do everything. This will all come back on these few hard working ones and they will have the whole load to carry."

"But," countered the secretary, "if I can get a committee together that will do the necessary work, and which does not include any of the people mentioned, what then?"

"You can't get them," the chairman insisted, "but, if you can, why, go ahead."

So the secretary set out in search of committee material for the picnic. Shops and factories, fraternal and labor organizations were drawn on, and in the course of two days he had fifteen men, all factory employees, who had readily agreed to get together and talk it over.

The next night at eight o'clock they met at the City Hall and the secretary, having in mind the chairman's statement that no one would do anything, endeavored to point out as tactfully as possible that the responsibility for community advancement rested on all—that each member of the community must do his part.

"You sure said the truth," heartily agreed one of the men, greatly to the surprise of the secretary, "but in this town there's a little bunch of people that run the whole thing, and ordinary folks like us never get a look in. Why, I'll bet this is the first time any man here was ever asked to do anything but raise money that he didn't have anything to do with the spending. It's the first time in my life that anyone in this town has asked me what my opinion was or what I was interested in." The other fourteen men nodded their approval.

Four weeks later eight thousand men, women and children attended a well ordered and highly successful community picnic conducted in accordance with the plans of this group of men and under their direction. And in this big get-together feature of the town's Community Service recreation program was found a point of

common interest where the man who "never had a look in" and the man who "had to do it all" developed a highly desirable degree of mutual understanding, caught something of the other fellow's viewpoint, and learned that, after all, they were pretty much alike and had a great deal in common.

Using Waste Spaces

MOOT, SPRAGUE, BROWNELL & MARCY
302 Erie County Savings Bank Building
Buffalo, N. Y.

February 7, 1923

Dear Mr. Lee:

Mr. George Urban, Jr., of this city has just shown me a skating park that is being enjoyed by about 2,000 children on the east side of this city, where skating parks are not conveniently available. He made it by damming up the surface water on the westerly side of the Lackawanna Railway, just southerly from Genesee Street. The surface water thus dammed up is not over a foot deep, about 100 feet wide, and about 1200 feet long. You will readily see that this vacant space furnishes a safe and convenient place to skate for some 2,000 children and young people, who enjoy it mightily all the spare time they have. In the spring, Mr. Urban has his little dam removed and permits the surface water to drain into the sewer in Genesee Street. This vacant land then becomes a playground for the children of the locality.

I write this to you because you and I have probably seen hundreds and thousands of playgrounds as available for play in the summer and skating in the winter, if only some person with a little mother wit, a little generosity and common sense, and a little ability to get things done, would only do what Mr. Urban has done for the children who enjoy this vacant space, which would otherwise be an eye-sore, covered with weeds and refuse summer and winter. Of course, such cooperation with us is valuable far beyond the money expended, which in this case is probably less than \$100 a year. I wish other men like-minded would repeat this service in other cities and towns, again and again.

Sincerely yours,

(Signed) ADELBERT MOOT

The Utilization of Unused Resources*

BY HELEN H. PORTERFIELD

Formerly Superintendent of Recreation, Red Bank, New Jersey

Whether we take into consideration the development of a town from the point of its unused material facilities, or that of bringing into play those individuals or organizations now only half functioning, we are dealing with potentialities that prove to be a ready and fruitful asset in the working out of a community recreation program.

And the inspiring part of such enterprise is that no town need wait to begin. Whatever has been the limitation, the ignorance, the prejudice that has retarded the social expansion of any people—these give way in the presence of doing and seeing. Such is the charm of utilization.

Utilization is dynamic. It is the secret of growth and power. Whether applied to known possessions or employed to bring out new capacities it is the stimulating, irrigating, expanding process that builds great talents and makes possible great achievements.

There is no question as to definite results attained. We have all noted with wonder the changes come over persons singly and collectively through the response to the appeal of the recreation program. A few weeks ago the president of one of the neighborhood associations with which I have been recently connected said to me, "Miss Porterfield, you little know what you have done for us. You have opened up a new line of possibilities that we knew nothing about and have shown us things in ourselves that we did not know were in us!"

So also with the development of unused property. Not one of us but has felt the thrill of watching a dark, idle building come into life, lighted every evening—and purposeful, wide-awake people coming in and out—or that of seeing waste land turn into a thing of beauty as a park, or become a center of service as a recreation attraction.

For many months I labored to restore to usefulness a large abandoned theatre possessing a splendid floor with movable seats and standard stage and balcony, located on the water front

of a prosperous town at the foot of its main business street—the ideal spot for a thriving civic and recreation center. But the community had not yet awakened to the opportunities of such an investment. Though without public auditorium or recreation hall or gymnasium, without park or water frontage, they still slept on contented with conditions as they had existed in their fathers' time. And not until such a municipality arouses to a sense of civic obligation can it reap the benefit of progressive developments.

On the other hand in the same community among the Italian and colored residents came an eager desire for the work. They saw it as an opportunity and they were ready to work for it. They saw the possibility that lay in a small wooded plot and strip of sand that bordered the river in their neighborhood. They took hold of the idea of a River Park and Bathing Beach and today they have a pleasant shaded spot looking out over the water with a good number of regulation benches purchased out of their own donations—the only public park space in that town. The conflicts that stood in the way of the race cooperation which was needed to bring about this accomplishment were many and tumultuous, but still the idea held. After one tempestuous meeting the insurgent leader of the young Italian men came to me and put out his hand saying, "I am sorry I caused so much trouble—we fellows do want to help." And they did help. The evening of our first actual work on the Park I found myself foreman of a wondrous gang—Italians and negroes, men, women, children, babies, and dogs, armed with rakes, hoes, scythes, spades, shovels, axes, hatchets and sickles. The dominating figure was the great colored dominie who appeared in linen duster and white cravat, broadbrimmed hat and gloves—the reverend Doctor X. All amusement was cut short, however, when he began wielding the spade, making quick work of vines and roots alike, doing the work of three or four men and showing a determination that augured well for the success of any enterprise.

Nor do we know, when interest is once awakened, to what small beginnings may lead. Little did the old grinder of spectacles think of becoming a maker of telescopes until one day his small daughter in delighted play held up two pairs of his glasses and found that they brought the church-steeple close to her.

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* Address given at General Session on Community Recreation—The Recreation Worker and the Community—Their Joint Responsibility, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Hartford's Former Public Market Now a Play Center

Life has taken on a roseate hue for twelve hundred children between three and twelve years of age, on the east side of Hartford, Connecticut and this is due to a veritable Santa Claus, with a white beard and a genial smile, who dispenses as gifts, not only cheer, but health, amusement and personal safety. This Santa Claus is George Parker, the Superintendent of Parks, through whose efforts the old public market has been turned into a play center and health station for the children of this neighborhood. Two women who are blessed with an unusual amount of understanding are in charge of the center and under their supervision the children play to their hearts' content. Musical instruction and lessons in Americanization and personal cleanliness are also given them.

When the center first opened crowds of children came from all directions to enjoy its advantages. A large majority of them had faces and hands as black as ink and it became necessary to make a rule that no one could be admitted to the center unless his hands, face and ears were clean. In their anxiety to fulfill requirements some of the children trooped down to the Connecticut River and there endeavored to change their appearance sufficiently for entrance. The restrictions have now proved effective and each child appears as clean as can be.

Three small tables are furnished with games of dominoes, checkers, lotto, parchesi and Chinese puzzles. There have also been provided hundreds of building blocks, a huge sand pile, two seesaws, and two slides. Bean bag games, ring toss, rope skipping, marbles and spinning tops amuse many of the children. A circulating library of books of special interest has been supplied and indoor ball games have been arranged which build the boys up physically and furnish a constant source of entertainment as well.

One of the features of the building in which much interest is shown is the part called "Dolland." Here dolls of all types, sizes and descriptions hold sway. The children wash them, put them to sleep, make clothes for them and learn their first lessons in the duties of motherhood.

Another attraction are the two miniature playhouses with walls of chicken wire, furnished

with chairs and tables, where the children may play house to their hearts' content.

Health work holds a prominent place at the center. A licensed physician examines babies once a week, giving advice to parents where it is needed. At stated intervals babies are weighed and measured; clinical records are kept and proper nourishment provided for the sub-normal ones. Cradles for babies with a rocking chair beside each provide a place where the babies may sleep and where the mothers may enjoy a bit of rest at the same time. Crying babies are said to be rare at the center.

The building is a one-room structure with several fenced-off side inclosures. Practically the entire roof is a skylight which provides plenty of light, though there are windows all around the sides. The steam pipes are suspended from the ceiling thus safeguarding the children from burns. The attractive decoration scheme was devised by Mr. Parker. Brown lattice work covers the windows and brown colored ornaments have been carved on the white woodwork making a very harmonious color-scheme. Even the coat room is latticed in brown with a white background.

More Playgrounds Their Business

The American Business Club of Chattanooga, Tennessee, is taking as its main objective the obtaining of as many gifts as possible for the city. To this end it is sponsoring an annual Gift Day at Christmas, when all the gifts secured by the club during the year will be announced. The gifts for which the club is working include public parks, playgrounds, free public lectures and concerts, especially good pictures for schools, libraries and art institutions.

The Women's Auxiliary of the Club has chosen as its chief object for the year's work, the expansion of the playgrounds in the city, and citizens who are in a position to make such gifts will be urged to present to the city playgrounds which will be perpetual memorials.

If every man made it a rule to do a little helpful something or other for his town every day, in a year's time it would be the most famous town in the world.—(*From the Albany, Georgia, Herald*)

The Death Toll*

ANGELO PATRI

Author of *A Schoolmaster in a Great City* and *Child Training*

Every day a child life is blotted out on the streets because the child claimed its inherent right to play.

The builder built to the street line and as far back as his fence permitted. He made no provision for the play of the children who were to make his house a home. He was making a paying investment, and what had the play of children to do with a paying investment? So Death takes his toll of a child a day. A soul flits into the Infinite from which it came. The light in a mother's eyes is quenched. The smile of a father's worn face deepens in sadness. Here and there is a voice of protest, but who heeds?

"Children must play and the streets are unsafe. Give them playgrounds where they are out of the terrible danger of the streets," begs the Playground Association.

"Children must play. Their minds' growth depends upon it. Their character growth is built upon it. Their health of body and soul demands play," the school leaders pray. "Give us play space."

"The children are learning much evil on the streets. They are brought before us over and over. They need to have opportunity to play in a clean, intelligently supervised playground," the social workers report.

"Save our children from the toll of death. Give us some safe place where they may play and

we may go about the business of living without this load of terror upon our hearts," the mothers plead.

And who heeds? Grudgingly and of stern necessity a bit of land here, a roof there, a basement over the way is set aside for the children.

"We've given you the place. Now you'll have to do the rest. We have no money to pay for such ornaments as play teachers and matrons and play equipment. What are you? An idealist? We have to be practical."

Death is very practical. He is swift and unerring and final. With him there is no wavering, no second glance. He comes. He is gone. Another little life goes out. Who heeds?

I'd like to try an experiment. I'd like to see if it is not possible to bring home to the people of a city the fact that Death stalks the children as they claim their birthright of play and gathers his daily toll.

I'd select the biggest, the most solemn-voiced bell in the town. As the day broke I'd begin tolling that bell—slowly, solemnly, its voice would tell the tale of Death's score for that year. For every child life, one long, deep-voiced boom.

I believe if that were done and the reason for it explained that that town would set about establishing playgrounds that were safe for its children. I don't know, but I'd like to try.

Have your schools safe playgrounds and are they open all day? If not, will you toll the death bell for the children lost?

* Published by permission of the author. Copyright, 1922, by Angelo Patri

Major John L. Griffiths Commissioner of Athletics, Western Inter-Collegiate Conference, defends college athletics, declaring that prohibition is responsible for a rising interest in athletics. "Our young men, get the same 'kick' out of prizefights, football and baseball games that they formerly got from the saloon." More people are turning to outdoor sports than ever before, Major Griffiths has found, and the sportinggoods houses are behind in filling orders.

The peoples who have gone in for athletics are the peoples who have gone farthest in real democracy.

An athletic nation is rarely a militaristic nation.

Athletics offer splendid outlets for exuberant spirits.

South America has her revolutions; North America has her athletic contests.

Are We Trying to Abolish Childhood?*

Taking the birth rate as a guide we should say there is no visible movement here toward the restriction of children as an institution. More babies were born in the last statistical year than in the preceding year and a larger number of the babies born in any year grow to be men and women.

Pathologically and hygienically and sanitarily we are white and shining. The subtle and insidious microbe has been completely, or almost completely, circumvented. Perhaps the modern birth event with its gowned and hooded attendants, its mysterious ablutions and rigorous fumigations, its solemn and awe-inspiring formulas of purgation, may suggest to the irreverently unscientific mind the somewhat terrifying ritual of the Ku Klux Klan, but there is no denying the system's efficiency. The statistics are conclusive.

Then every September there is the annual illustration of the schools. Even the best of city governments just cannot somehow keep up with the rush of new generations demanding education. Obviously there is no decrease in the child supply or why should there be every year a hundred thousand or so who cannot get into school?

Oh, no; there seems to be plenty of children—no movement whatever toward elimination—and yet something appears to be wrong. There are those obtrusive tragedies of the streets—broken little bodies constantly being carried in, sometimes for the undertakers, many times for the surgeons. Again there are the gowned and hooded attendants, the terrifying rites,—sterilized efficiency—and a maimed boy or girl facing life with a bitter heart.

There is something else, too—something more disturbing even than the procession from the street to the funeral chamber or the operating room. It develops in the crime records.

In A. M. S. Hutchinson's newest book, *This Freedom*, two modern parents discuss their children. They are lovely children, physically fine and well cared for, much superior, the mother thought, to others. "But," complains the father,

* Reprinted from the New York Evening Mail

"somehow they are different." He couldn't or didn't explain what he meant. But they were different. It was discovered finally that they weren't children at all. They were young, guarded from every species of lurking microbe, nurtured according to the most scientific standards, educated in the most enlightened methods—but when the mother, alarmed, reverted from her business engrossment to her own childhood so that she might achieve a companionship, she found there were no children in her house except herself; only young persons with exaggerated and distorted ideas. They turned out badly.

That mother realized too late the absence of childhood in her children. Possibly that's what's the matter with us. It is asserted that 70 per cent of those punished for crime are under the voting age—children in law and in fact. We are constantly augmenting our police forces, increasing our court facilities, developing our reformatories, inventing new and ingenious agencies to deal with infantile delinquencies that increase faster than our most energetic corrective methods.

We build skyscraping temples of business, huge and palatial apartments of residence and leave the children to the streets. We can find money for docks and courthouses and police stations, but not for playgrounds.

It is not children who are being abolished by modern society but childhood, and two-thirds of our criminals are under twenty-one.

New Orleans Broadens Recreation Program

Thirteen playgrounds were conducted last year by the Playground Commissioners with a total attendance of 532,249. The per capita cost was a little more than two and a half cents per child. A new swimming pool was constructed during the season at a cost of \$6,800.00. New Orleans is planning to extend the recreation work through the organization of Community Service. "We want to be able to reach every child in New Orleans with playground, recreational and athletic activities," writes Mrs. A. J. Stallings, President of the Board of Playground Commissioners.

No man has come to true greatness who has not felt in some degree that his life belongs to the race and that what God gives him he gives him for mankind.

PHILLIPS BROOKS

Signs of National Happiness*

MEREDITH NICHOLSON

Are we a happy people?

The question wears an odd look. Idly scribbling it on the back of an envelope as a train bore me westward, I found myself uncomfortably disturbed by it. To inquire whether we of great, proud, free America are happy seemed an impudence; almost a profanation. I hastily scratched the question out with a guilty sense that I had committed an indefensible treason against the peace and dignity of the United States. Long journeys compel intensive thinking, and I found myself pondering very soberly the question that had so insolently intruded itself.

My reflections upon history, ancient and modern, brought me up sharply against the Declaration of Independence. "Life, liberty and the pursuit of happiness" gave me momentary consolation, but I choked in that qualifying "pursuit." Why pursue a thing you are supposed to be born with and enjoy to the end of your days? I was sorry I had thought of the Declaration of independence.....

I do not find these evidences of happiness so insistently present as they should be if we are to be exhibited to the rest of the world as a sample of what democracy offers to mankind.

Even on days when the skies are high and I take an optimistic view of the future of the race I am distressed by a certain grimness in the faces of the people I encounter. Evidences of gaiety are hard to find. In those places in our large cities where dancing is permitted and alcoholic refrestment is tolerated it is astonishing that so few of the patrons manifest any joy in the proceedings. The men and women huddled about the tables look as if they had heard evil tidings, and when they address themselves to dancing it is with an air of determination, as though they had resigned themselves to a harsh fate and meant to go through with it if it killed them.

In a retrospective mood I wonder whether there are as many incentives to laughter these days as there were twenty-five years ago. Of one thing I am sure, and that is that in the typical American community where I have spent my life humor is less evident than it used to be. There are fewer wits and story tellers in my time than formerly. I fear mine own Hoosier people

do not laugh quite as readily as they once did. Perhaps the quicker pace of life and fear of a reprimand from the temperamental traffic cop kill mirth in the soul of the citizen who in other days halted you in the middle of the street to tell you a story.

Happiness connotes contentment, so that my troublesome question might be altered to read: Are we then really a contented people? . . . If pressed for an answer to the question whether we must not solve pressing social and economic problems before the American countenance registers, proclaims and indicates, I shall reply firmly in the negative. If it is not in us to be happy under present conditions, the redistribution of wealth and the complete revision of existing laws would not assist a particle.

There are no signs apparent of an abatement of the general restlessness. The great war is now rapidly receding; we have reached a stage where it already begins to grow dim in the hazy distance, a monstrous thing, vast in its pathos, which many of us at times fear proved and established nothing, so unstable seem the hard won gains. We were told at the beginning of the conflict that one of the compensations for its frightfulness was bound to be a great spiritual awakening. This did not, however, prove to be the case; at least I am unaware of any impressive and outstanding evidence of it in America or anywhere else in the world. Neither do I believe that to the war may justly be attributed the lowering of moral standards, so generally complained of just now, or the lessening hold of religion upon the popular imagination.

Just what is it, then, with which we now chiefly concern ourselves? Little beyond the strengthening of our position as a nation in material things.

Preoccupation with the material, the glorification of efficiency, the worship of magnitude are not sufficient to make us a happy people. The augmentation of size and numbers only increases the burden we are laying upon our successors of establishing America in the world's eyes as a land of serenity and contentment, attentive to the cultivation of that spiritual grace which does, little as we may like to believe it, make for national greatness.

Graveyards or Playgrounds?*

BY EDWARD T. HARTMAN

The Child Welfare Federation,
Philadelphia, Pennsylvania

It is important to consider the drift in the evolution of our cities. It is as yet a matter of drift, for we have not learned to take charge of civic development and direct it towards desired ends. A knowledge of the direction of the drift will help us to see the probable results and it ought to help us to take some steps to improve conditions.

The graveyard space required annually is much greater than the needed increments of play space for children. Graveyard space is, at least in theory and so far also in practice, perpetually dedicated to the use of the person buried in it. The play space serves generation after generation of growing children. With the passage of the ages, therefore, what is to be the condition with which we find ourselves confronted, and what is the solution of the problem?

One place will illustrate as well as another, so I will take Philadelphia, where I have had access to the available figures, though I do not pretend that the figures are more than rough estimates. For the past six years the deaths in Philadelphia have averaged about 30,000 a year. The increment of the school population has averaged around 12,000 per year, for all schools. Every person who has died has received his space, without question. Every living, hopeful, eager child entering the schools has had to take his chances. He gets what his active, money-making, civilized parents, fellow citizens and city fathers see fit to give him.

But let's look at the space required by the one who is gone and contrast it with that provided for the one who is living, the one who is the hope of the future, the one who, with all due respect to the departed, is all we have to depend upon; for the departed are gone, they can't help us. A live citizen is more important than a dead one, but we hold much more reverence for the dead than for the living.

Standard graveyard plans have in the past allotted about 50% of the total space to roads, walks, shrubs, lawns, and 50% to lots. About

25% of the lot space goes to monuments and extra space between graves. This means that actual burial space is restricted to 75% of 50% or 37.5% of the total area of a cemetery. This in turn means that for each three square feet of actual grave space five additional square feet are used for roads, and monuments. Allowing 3x8 feet for each grave, it means a total of 64 square feet perpetually set aside for each burial. Has any one ever said children need that much space for play? The suggestion would be ridiculed, in spite of the fact that ten school children, more likely fifteen, would be served in the space of a hundred years and other tens or fifteens every succeeding hundred years. This means only 6.4 square feet, or more likely, 4.3 square feet, per child as against 64 square feet per burial, even if we provided 64 square feet per child in the schools and discontinued all burial space at the end of a hundred years.

Congestion and costs are, however, affecting the dead. As against the above arrangement allowing 680 burials per acre, which isn't extravagant, plans have been made allowing 1,000 per acre, 1,200 per acre, and even 1,500 per acre has been mentioned. This last terrible and unseemly suggestion, however, allows 29+ square feet per burial for all time, while most of our talk for playgrounds is on the basis of 30 square feet per child. Since ten or more generations of children may use an allotment for play space to each allotment for burial, assuming that an interment lasted a hundred years, it is obvious that the most niggardly provision for burial requires ten to fifteen times as much of the earth's surface as we allot for play in our most generous moments.

Since there are at least twice as many interments per year as there are children entering the schools it means twenty to thirty times as much space for interments as for play on the basis of 30 square feet per child for play; it means that we need to set aside only 2 to 3 square feet per child entering the schools each year to keep up with the needs, and yet we are failing to do it.

Thirty thousand deaths per year, at say 1,200 interments per acre, which is surely more than is common, means twenty-five acres per year set aside for burials. In the hundred years to come it will mean, with increments to the population, perhaps 4,000 acres.

No one seems to know the area of burial space

(Continued on page 63)

* Paper given at the Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Training of Employed Workers

At the section meeting on the Training of Employed Workers held at the Recreation Congress, Atlantic City, N. J., October 9-12, 1922, Leroy Bowman, chairman, brought up the questions of how specialized we could become in training recreation leaders and how separate such training could become from university training.

He felt that recreation was not a subject in itself but was a part of our very thinking—the present curriculum being cut and dried, killed initiative. Thinking was impossible if all the individual was not focussed—and recreation aided in that. Therefore, he felt that general education was not complete without recreation training. Specialization led the mind along a single channel. Recreation training should not consist of teaching just a bag of tricks but should go deeper, teaching psychology, philosophy and physiology.

Miss Neva L. Boyd, Director of the Chicago Recreation Training School, felt that there should not be special schools, but training should be given by universities. Recreation organizers in giving recreation leaders training classes, which were short and inadequate, delayed the requiring of universities to give such courses. Training, she thought, should be technical. Leaders should be versatile and thoroughly trained. A kit of tools wasn't enough. They must be equipped with a knowledge of youth and the way it expressed itself. Class work should be both theory and practice and conducted on an informal method; therefore the classes must be small for discussions. Field work should be in the recreation field and in charge of a competent person familiar with that particular field. Real arguments for use in the class room were given to the student, she thought, through field work. A knowledge of the general field—delinquency, child welfare and the juvenile court were needed by the specialist. A larger background and the culture of aesthetic qualities were requirements which should be emphasized in the future. Culture and refinement were also suggested as being needed by recreation specialists.

Walter Pettit, of the New York School of Social Work, stated that he felt that the "leisure-time" field was a better title than the "recreation" field. The chief interest should not be in training the specialist who thought he was training for just playground work but since a recreation

superintendent was just as important as a school superintendent, a training equal to an executive secretary was needed. A college graduate plus all extra courses possible in recreation prepared one for leisure-time actually more than anything else. A recreation leader should be active in the social work program of his city and not interested merely in the recreation activities.

Dr. E. H. Arnold, of the New Haven Normal School of Gymnastics, felt that what was usually styled recreation for children was a part of the child's education or training. The object of play in childhood was altogether educational. The play of children did not belong in the hands of recreation leaders but in the hands of all those people who were to deal with its education. He spoke of his school, which was primarily one for the training of teachers of physical education. As far as the physical education could be secured through plays and games their school trained for that purpose and since plays and games were used in the recreative scheme of adults to a large extent, pupils were incidentally trained for the recreation of adults. Their students were mostly young women fresh from high school. They were taught anatomy and physiology, some psychology and some pedagogy. In addition they were taught the art of movement which included a thorough training in plays and games both in theory and practice. In two years they didn't claim to make experts in physical education or recreation. They made only apprentices, who, if alert and open-minded and given a chance, would eventually become experts through experience in their field of endeavor.

Robert Teele, Recreation Superintendent of Grand Rapids, Michigan, spoke of the fact that the Grand Rapids playground workers were trained in recreation classes to serve as volunteers on the city playgrounds with the desire of qualifying for a paid position later.

The following resolutions were passed at the round table on employed workers training and recommended to the committee in charge of the next Recreation Congress:

I. That in the consideration at next year's Congress of the training of recreation leaders, differentiation be made between executives and directors and the minor leaders in playgrounds of the training center. The distinction was clearly apparent in the discussion of the short courses for volunteer and minor employed

(Continued on page 61)

Timely Sugg



A day in the woods in the spring of the year gives a new zest to life



It is not too early to begin planning for this summer's gardens. Lancaster, Pa., garden co



With the cooperation of Community Service Elmira, N. Y., staged a playground pageant



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Club and
theader
Belle, Pa.
the is o

One of the charming dances in which the children of Detroit's playgrounds took part during last summer's pageant at Belle Isle



Suggestions



er's games. These children were medal winners in the
a., games contest



This wading pool is main-
tained by the Bureau of
Club and Playgrounds on
the kindergarten grounds, at
Balboa, Panama. Hot wea-
ther is on its way north!



Entrance to the auditorium in Visalia, Cal., which is
headquarters for Community Service, the Recreation
Department and the American Legion



This little chap, who lives in Rome, Italy,
is learning the great game of baseball

Captain Kidd and his Cohorts engaged
in the Eighth Annual Pageant of the
Department of Recreation, Belle Isle,
Detroit, Mich.

Practical Considerations in Planning a Playground Program*

BY ELIZABETH O'NEILL

Supervisor of Playgrounds, Division of Physical Education, Board of Public Education, Philadelphia, Pa.

Let us open this discussion by acknowledging a great shortage of trained playground teachers. Let us look our problem squarely in the face and ask what kind of programs will be possible in the future if we are to run playgrounds with untrained and inefficient teachers.

Is it better that we insist upon maintaining a high standard of efficiency and run fewer playgrounds, or change our policy and modify our requirements by opening as many playgrounds with the material at hand as budgets will permit?

During the past summer Philadelphia adopted the first course of action with successful working results, but with many dissatisfied organizations and communities.

In Philadelphia our teachers are spending their days and nights and summers in getting fit, not physically, but mentally, with the result that monetary opportunities at hand are no longer an attraction, because everybody is busy laying up college credits for the future. In consequence of this as well as the fact that playground teachers' salaries were not increased when the general all-round increase was given, we are losing our best teachers. Many of you no doubt are passing through the same experience. The salaries which teachers are now receiving in many cities in their regular teaching positions make it unnecessary for them to keep on doing extra outside work after school and during the summer months as formerly, more especially since the cities and Boards of Education do not make the salaries for playground and recreation work more inviting.

The playground program of the future depends largely upon how the playground is to function. Is the playground to be simply a place of amusement or is it to be looked upon as a training school—a place where future citizens are being trained—where social and moral ideals are veloped and beneficial physical results are ac-

complished? If it is to be merely a place of amusement a program may not be needed, and the untrained teacher will be nothing more than a high grade policeman. If on the other hand we shall insist upon maintaining a high standard of efficiency and run fewer playgrounds, then a program is essential.

Perhaps in these days of dangerous traffic it may be necessary to have some playgrounds open just to keep children off the streets; but do not call the people in charge of these places playground teachers.

There still exists in the minds of a number of worthy intelligent people a certain amount of prejudice toward the idea of a program on the playground. Do you ever hear of the criticism—"children should not be compelled to play"? Or, "it takes away the child's initiative to follow a playground program"? These critics have never stopped to analyze the reason why the attendance in one playground falls off while in others the children cannot be kept away.

In the playground where the teacher has planned her work and is doing things that naturally appeal to children, the interest is at high pitch. In the playground where only free play prevails the teacher often becomes too lazy even to suggest an idea. It has been our experience that children go where there is most going on. They like to follow laws and rules. You will find them struggling to make rules of their own if the caretaker has not sense enough. For instance, they will insist that turns are to be given on apparatus; that a favored group shall not keep a ball field or a tennis court for an indefinite time, and that other fellows want to play checkers, too.

Assuming that the initial suggestions for planning a program should come from the supervisor or director in charge of playgrounds, a broad general program should be sent to each playground teacher. It should be planned with the idea of serving the needs of both younger and older children. It should give definite time allotments. It should be suggestive. It should embody (1) essential activities; (2) advisable activities; (3) supplementary activities. It should consider seasonal activities. It should be flexible.

(A) Essential Activities

- (1) Play upon apparatus, in the sand and in the water-wading pool
- (2) Games for younger and older children and adults in a recreation center
- (3) Track and field work

* Paper given at the Section Meeting on Daily Programs on the Playground, Recreation Congress, Atlantic City, N. J., October 9-12, 1922

(B) Advisable Activities

- (1) Songs
- (2) Storytelling
- (3) Handwork
- (4) Dancing

(C) Supplementary Activities

- (1) Swimming
- (2) Tramping, camping
- (3) Gardening
- (4) Club activities of a social character

This entire program can best be carried out in a larger playground with a recreation building. Smaller playgrounds and schoolyard playgrounds have simpler forms of supplementary organized activities—Clean-up Squads and Clubs, Safety First League and Clubs, Safety Patrol, Kindness and Band of Mercy Clubs, Leagues of Good Citizenship, Health Clubs, Little Mothers' Leagues.

The leader on each playground must in turn know his or her community and must decide whether her particular playground is a junior playground (one that is attended by children under 10 years of age); a senior playground (one that is attended largely by children over 10 years of age); or a junior and senior playground attended by older as well as younger children. The majority of playgrounds are of the latter type.

From this general program as a basis the teacher should inaugurate many programs for use in his or her own playground, based upon the knowledge of attendance and neighborhood conditions.

There are many kinds of programs. A few of them follow:

A General Program which provides a time for Assembly—Songs, Games, Stories, Handwork and other activities

A Team Program—a schedule showing the time various teams will play

Athletic Program—Track and field—Color contest

Special Day or Exhibition Program, to keep up the general interest, when parents and the community are invited to see a general review of the work, with some little extra touches in the way of dressing up.

Then there are *Holiday Programs*—Fourth of July, Betsy Ross, Hallowe'en, Thanksgiving and other National Holidays. It is important to include a program for little children of pre-school age, and the *Rainy Day Program* where general activities must be modified and given in a small

place—under a shelter shed—in a small classroom or basement.

The *After School Program*—the extension of the school activities must not be neglected.

The program should be flexible. To insure variety and the proper balance the various activities should be put into a time schedule, but the experienced teacher knows that this presupposes ideal fixed conditions which rarely exist in a playground attended by real children; for instance, if the majority of children in attendance at the hour prescribed for team games for older children are little children, who can only play ring games, *tag, cat and mouse*, she immediately reverses the program. Then again, in her period for folk dances if she has had such an interesting and successful period that she is in the midst of teaching a new dance when the time period allotted on the program is ended, certainly she goes right on with her dances.

Our young teachers who are trying to do everything to please the supervisor, and who, in getting their experience, follow the letter of the law, are no doubt responsible for the drastic criticisms that have been made concerning the time program. The young teacher, however, in getting her experience of doing things in a systematic way, has helped the cause in spite of her critics. She learns that a larger or smaller attendance means a modification of the program. A rainy day causes her to use her initiative and meet an entirely different problem. On the whole she learns that as a rule the same activities should be held at the same time each day, but must be adapted to the age and sex of the children as the attendance may indicate, also to the season of the year and the size and shape of the ground. A properly organized and well balanced program is one in which the teacher leads or supervises the various playground activities.

The younger children are at play on swings and other apparatus or with small play material—Ring Toss, Bag Boards under leaders; teams are at play under the supervision of the teacher; everyone is enjoying the freedom of choice under the wise guidance of a teacher who has posted the time various activities can be enjoyed.

The majority of children stay about two hours in the playground. Many children have home duties, and can run into the playground only for short periods. These children scan the Bulletin Boards and Posters and choose the time to come for the activity they like best. For this reason

we have found that it pays to advertise. Posters, such as *The Two Servants* may keep children guessing for a week, and may be used as a means of suggesting lessons of Health and Cleanliness.

A poster showing a dog taking a bath, with the inscription, "Spotty is taking his bath; have you had yours?" will call the attention of a child to his own carelessness in a way which only a tactful teacher can accomplish.

Older boys will rarely give trouble and break up younger children's games if a time is given on the program when a certain part of the field or yard space is given to them for a ball game. Children are satisfied to give up swings and other apparatus to mill girls and boys at a certain hour.

The handwork or construction period is largely used as a period of rest and relaxation from strenuous activities. For some years it has been impossible to provide enough handwork material for our playgrounds. Our teachers have been compelled to use their ingenuity in providing handwork materials. Children have been pressed into service to secure cardboard, paper, string, boxes, cartons. Isn't this a means of making the old adage "a wilful waste makes a woe-ful want" practical?

One of our largest manufacturing concerns saved all the sample cards and waste paper for the playgrounds, sending it to us all through the year. We have had during the last summer

about a thousand dollars worth of this material.

The Curtis Publishing Company gave us damaged covers for our posters. Mill firms provide many nearby playgrounds with odds and ends of wool, which is used in making doll Tam o'Shanters, woven rugs for doll houses.

We feel that there is no more practical way of initiating children into forming habits of thrift and economy than by training them to make use of materials that might otherwise be thrown away. There is no need of providing checker boards or checkers when children can make their own. The same is true of volley nets, hammocks for the babies and other equipment.

Through construction work some boys and girls can be reached when every other avenue of approach to their interests is closed. Thus opportunity to do repairing and tinkering, to whittle out some trinket, fashion a kite or rig a boat, will sometimes bring the most unpromising boy within the reach of the personal influences of a teacher.

In a playground with a trained teacher, run upon an organized schedule of activities you will find busy, happy, contented children—alert and keen, with interest, eager to enter into activities that compete with others, ready to cooperate with their fellows; a fine spirit of fair play, loyalty to each other and to their playground—the essence of character-building for true citizenship.

But education is not, of course, limited to the field of politics. It is not the sole business of schools to teach people how to vote or how to conduct public affairs if they are elected to office. The business of education is to train young people to do well whatever they are destined to do in the human situation in which they find themselves. Out of our schools and colleges must come better trading, better preaching, better writing of stories and better reading of them, better friendships, better songs, better games, better plays and better appreciation of them, better weaving of cloth, better making of roads and automobiles and wiser using of them; in a word, better doing of whatever men and women do in the usual course of living.

It is necessary for people to have an interest in life outside of their occupation. Work, a very great deal of work, is drudgery. When I was a young man I worked at a ledger eleven hours a day, totaling figures; by no magic could a performance such as that be made alluring. It was sheer work, unpleasant, but inescapable in civilization. The situation, I find, confronts a very large part of the population. I see no possible hope of getting away from this condition. Hours of employment were inevitably shortened, and as production increases—as it must increase—they must be still further shortened. This tendency follows from the irksome and wearing nature of industrial employment. Under certain conditions it has been suggested that people sing at their work, as they did in simpler times. I cannot imagine successful singing in a room full of screw machines. The nature of the industry is against it. Consequently, we face the fact that working hours are going to be shortened in order that people may live full and happy lives.

What, however, is going to be done with the leisure thus obtained?

GEORGE EASTMAN.

Horseshoe Pitching in Cleveland

By Harold O. Berg, Director,
Cleveland Recreation Council

In the late spring of 1921, the Recreation Council of Cleveland, an organization financed by the Community Fund and having for its primary purpose the promotion of wholesome recreation for the citizens of Cleveland, took upon itself the revival of the old game of horseshoe pitching. A survey revealed four clubs fostering the game among their own members, but making little or no effort to recruit new members or procure newspaper publicity. The clubs gladly accepted the invitation from the Recreation Council to cooperate in a campaign for promoting the game.

The best players in the city were most naturally found in the membership of the clubs. They were asked to play exhibition games at such places and at such times as the Council could arrange for. It was suggested that games be played before lighted billboards and on the city playgrounds and playfields. The owners of the billboards as well as the owners of the land on which the billboards were situated very readily granted permission for the playing of these exhibition games. The playground authorities also promised their cooperation.

The Council then proceeded to arrange dates and places for the games. Large signs announcing the day and hour of the exhibition and the names of the players were placed in front of some of the billboards on the busiest thoroughfares. A schedule for the playgrounds was made and the directors upon the grounds attended to the local publicity.

In the meantime one of the chief newspapers of the city had become so interested in the movement that it offered to assign one of its staff to act as the publicity agent for games. The offer was accepted and horseshoe pitching write-ups became first page material. Every possible opportunity was used by the cartoon, as well as the rotogravure sections, to play up the game.

Other publicity data was obtained from horseshoe manufacturers, many of whom were sold out, doctors who expressed themselves favorably upon the benefits of the sport, blacksmiths who met a revival of business in horseshoes, clubs whose memberships were augmented, business men requiring a not too strenuous form of exercise and many other sources which a successful publicity agent can tap. Indeed, so much space was given the game that it became quite the talk of the town, and this when a primary gubernatorial campaign was on.

Cleveland has so many playgrounds, 75 in number, that the staging of the games became quite a burden to the club members because only the expert players would volunteer. To meet this obstacle, it was decided to send one player to each playground to challenge the best player on the ground. Here a surprise was in store. Many unknown experts of long standing and others recently developed accepted the challenge and in many cases defeated the challenger.

The growth of the game was phenomenal. The clank of the horseshoes was in the air near vacant lots, backyards, playgrounds, parks, factories, and was prominent at all picnics. The Recreation Council had to purchase a stock of horseshoes to lend for picnics and other social gatherings. Department stores staged match games in their sporting goods departments and real estate brokers featured the game on Sundays in their new subdivisions with free corn roasts and free lemonade as added attractions. Business made capital of the city's interest in horseshoe pitching and two buildings were equipped with indoor courts. Thus horseshoe pitching promises to become an all-the-year-round sport.

As a result of the interest the Cleveland Horseshoe Pitchers' Association has been formed. Under its auspices and with the cooperation of the local newspaper which furnished the medals, city-wide tournaments for boys and men have been held. The 1923 Horseshoe Convention and Tournament will be held in Cleveland next summer.

"Man does not live by bread alone." The saddest thing about poverty is not the want of necessities but the absence of some of the luxuries. Sometimes the easiest way to provide the necessities is to furnish a luxury. A healthy laugh sometimes possesses more food value than a peck of potatoes and produces greater economic results. The recreation problem is a vital and fundamental part of the problem of poverty.

Play and Health*

BY HENRY L. CURTIS,
Ph. D., Oberlin, Ohio

Health education is effective in proportion as it is given early before opposite habits are formed. The best place for it is the home, but of itself it is never sufficient. Health teaching has the same relationship to health habits and health, that grammar does to good language or the teaching of ethics to morals. In other words, it has no effect except so far as it is put into practice. As we all know, people who have formed habits of speaking incorrectly often go on using done for did, set for sit, and the like, though they have meanwhile acquired a Ph. D. No Demosthenes, or Cicero, or Shakespeare was ever made, or ever will be made, by the study of the rules of syntax. Likewise the teaching of ethics often has very little effect upon conduct or character. The moral enthusiasm of a St. Francis, or a Lincoln, or any great reformer, is not acquired in that way. In the same way, the teaching of health, and the acquirement of health habits, may keep alive to middle age many weaklings, but the avoidance of disease alone will not produce glossy hair, bright eyes, a ruddy complexion, vivacity, enthusiasm, vigor, robustness, or that joy of life which the child expresses in his hip-pet-y-hop as he goes down the street.

The avoidance of disease is important, because the strong as well as the weak are otherwise affected, and death may result. But health does not mean merely the avoidance of disease. It has infinite gradations, and a positive as well as a negative side.

Muscle constitutes twenty-three per cent of the body weight of the infant, and forty-three per cent of the body weight of the adult. Muscles can be developed and the body filled out only by exercise. In order to secure this result, among others, nature put the play impulse inside the child. The amount of exercise which even a little child takes as he lies on his back and kicks up his feet is considerable. Let any disbeliever lie down beside him and do the same things. The child's clothing should be so made as to allow as much freedom in swinging his hands and kicking with his feet as possible. This exercise is necessary both to the health and development of the muscles and the body.

I know of no objective studies of the health value of play. But Leo Bergerstein in his *School Hygiene*, shows that the morbidity of children increases with the school year, according to European records, and that any increase in home work causes an increase in morbidity. His figures also indicate that the seven-year-old children who are out of school grow about a half inch more than the seven-year-old children who are in school, indicating that the sedentary life of the school has actually checked growth. When play was introduced into the program of the German schools about fifteen years ago, it was found that absences of children from school on account of sickness fell off from fifteen to fifty per cent.

A Stable Nervous System. There are few things which maturity may ask of childhood that are more important than sound nerves. The person who is nervously unstable is always using more energy than he needs in his work, and his working capacity is reduced by this amount whether it be ten or twenty or fifty per cent. If he accomplishes the same work as others, he does so with greater effort and is more weary at the end of the day. He is often irritable and causes the unhappiness of others and himself.

Where children or adults are suffering from nervous afflictions, the common remedy is for them to live out of doors as much as possible, to sleep on a sleeping porch, and to follow occupations which use the large muscles but require no delicate co-ordinations. These conditions are best met in childhood by open air play. Every child should have several hours every day in the open air. There are few conditions of weather which justify his being kept inside. Children are nearly as fond of playing in the snow in the winter as they are of playing on the grass in summer. Even the rain may not be a sufficient cause for the child staying indoors if he has a raincoat or can change immediately after his play.

Robustness. Real robustness of constitution, which means the ability to withstand disease and hardship, to work long hours without breaking down, to go on to old age still enjoying life and carrying your part of the burden, is nearly always a by-product of a youth spent in healthful play or occupations in the open air. I question whether any amount of exercise in a gymnasium or any indoor occupation can produce

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* From a forthcoming book on the Children in the Home.

Tin-Can Golf

BY RICHARD TENNYSON

Department of Playgrounds, Washington, D. C.

For about six weeks of the summer of 1921, the Playground Department of Washington, because of labor trouble at the factory of the Sporting Goods Company which supplied equipment, could not secure baseballs. My position of play leader was doubly hard under these conditions, especially on a ground used only as a play field, as was City Park Playground.

Here, indeed, was a problem! A play field without equipment, but with an attendance of two hundred boys a day! No baseballs to play with and, therefore, not even a game to watch! There was little for the boys to do except to gather under the trees and discuss the respective merits of professional baseball teams and players. At times the discussion would develop into a heated argument, and often it was necessary to settle a dispute or stop a battle.

At this time the Columbia Country Club was holding the national open golf tournament, and a few of the boys spent part of their day acting as caddies for the contestants. The discussions now turned to golf. Almost over night Jim Barnes, the ultimate winner of the tournament, became the hero of the hour, overshadowing for the time even Babe Ruth.

a broken golf stick given him by one of the tourn-

One day a caddy came to the ground bringing ament players. He proceeded to drive a golf ball from one end of the ground to the other, thereby arousing the interest and envy of the other boys. I dug a hole at one end of the playground and asked the owner of the club and ball to let the boys take turns driving. They showed great interest in driving for the hole, and it ended by their lining up and driving in turn. Another hole was placed at the opposite end, and two hole golf became very popular.

One club and one ball, however, could not keep from a hundred and fifty to two hundred boys busy. But it was out of the question to try to secure regulation golf balls and clubs as the cheapest stick obtainable cost about \$3.00 apiece and the balls, \$.60 each. As an experiment, I sent for two shinney sticks and a like number of rubber balls about the size of the golf ball. The plan worked splendidly. By afternoon, at least forty sticks and balls were on the grounds, and

two hole course became very much congested. Then the idea came to me of making a golf course on the playground.

Thus tin-can golf originated. The start was made by merely digging six holes, but the sides were soon broken and uneven, so we sunk six tin cans flush with the ground. The cans seemed to add greatly to the popularity of the game. The rubber ball was found to be too lively on our course where the longest hole was about eighty yards so we tried wooden hockey balls. They were found to be of just the right weight and liveliness for the course, and they made a big hit with the golfers. In a short time nearly every boy in the neighborhood owned a shinney stick and a wooden ball, and not only the boys, but their parents, as well, became ardent tin-can golfers.

The game has been introduced on Garfield Playground where it is even more popular than it was in 1921 in City Park. In the evenings the course is crowded with grown-ups; those who are not playing form the gallery, and at each hole there is always a group of thirty or thirty-five men, women, and children. Miss Maude Parker, director of the playground, made six flags and sewed on them numbers from one to six to place at each hole.

The game has gained wide popularity. Requests for rules have been received from Tennessee to California and in a recent article, R. D. Thomas, Sporting Editor of the Washington Times, says: "Laugh if you will, golfers, but it won't stop the new tin-can variety of your game from becoming a national pastime."

RULES FOR THE GAME

The rules followed in golf may be used. The following rules, however, have been worked out for the playground directors of the District of Columbia:

A shinney stick and a wooden ball are used. Holes are made by placing tin cans flush with the ground or not more than one inch below it. These holes need not be a certain distance or the same distance apart. The object of the game is to see who can complete the six holes in the least number of strokes.

It is not practical for more than four players to start together. When the first four reach the second hole, a second four or "four-some" may start. Then the first player continues until he

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Horseshoe Pitching in Minneapolis

A Competitive and Leisure-Time Activity

BY B. G. LEIGHTON

Director of Playgrounds

Minneapolis Board of Park Commissioners

Horseshoe pitching has become a standardized national sport. It is proving to be as popular as ever as a competitive activity and is becoming still more popular as a leisure-time activity. In Minneapolis the Park Board has constructed 160 courts for men and women players in 26 neighborhood parks. In addition, there are approximately 300 private courts. As a leisure time and entertainment activity for men, women and children, we find the game being played during the noon hour at many factories and stores, during the early evening, Saturday afternoons and Sundays, in backyards, alleys, vacant lots, on private electric lighted courts, and in connection with community celebrations, commercial house and church picnics. In addition to the leagues and tournaments organized by the Recreation Department, business concerns, lodges, business clubs and neighborhood clubs, have organized and conducted Horseshoe Leagues. It is estimated that 7500 men, women and children play Horseshoe in Minneapolis. Horseshoe has developed to such an extent that a special worker has been retained to assist in carrying out details in connection with the sport.

Minneapolis players took an important part in the development of the game throughout the state, as well as on a national basis. At the state tournaments held in connection with the Minnesota State Fair, Minneapolis won both the men's and women's championships. Fifteen Minneapolis men and women took part at the national tournaments at the Iowa State Fair at Des Moines and also assisted in the organization of the new National Horseshoe Pitchers' Association. Eighty-six of the best horseshoe players representing fifteen states took place in the National Meets and Horseshoe Convention. While the Minneapolis men playing made a splendid record, they did not get into the final games. The women players won third, fifth, sixth, seventh, eighth and ninth places.

During the winter season the Recreation Department cooperated with the Flour City

Horseshoe Club in conducting the Northwest Indoor Horseshoe Carnival in February at the Nicollet Hotel indoor horseshoe courts. Players from three states took part in the three meets held, including Frank Jackson, the 1922 World Champion of Kellarton, Iowa. The states of Wisconsin, Minnesota, and Iowa were represented by forty-five players.

The report for 1922 shows the number of groups participating in leagues, tournaments, and meets to be 177; the number of players 1,512, and the number of spectators, 38,696.

Live and Let Live*

Of course there are factions in San Antonio. There are in every city, every lodge, every club, every church, every considerable group of people who have a common point of interest anywhere. Factions happen for the same reason that restaurant bills of fare have forty items instead of three or four. Nobody who goes into a restaurant ever orders more than three or four kinds of food and if everybody ordered the same things, bills of fare wouldn't be necessary. But the man who cannot endure the smell of cabbage doesn't ask the restaurant to take it off the bill. He realizes the need of variety which not only is the spice of life, but is a very necessary ingredient.

The thing to do about factions in a city is not to abuse them unless they stand for selfish purposes, but to use them. Use instead of abuse is good for factions, as it is for many other things.

To a certain extent the existence of factions in a city is a healthy sign. It means there are groups who have definite opinions instead of being willing to blindly follow leaders. Factions have built great religious denominations, have established colleges and universities, have carved States out of the wilderness, have elected Presidents, and have sent some of our ablest statesmen to the United States Senate.

All one should ask of a faction is that it be sincere in its adherence to the principles it espouses and that its motives be unselfish. The next thing to do is to put it to work.

* Extract from editorial in *The San Antonio Express*, September 9, 1922

"Better spend public money on the child than on the convict. Money rightly spent on the child will be returned many fold." Nathan Miller, former Governor of New York.

Recreation in Porto Rico

BY HELENE TAPLIN BARY

The Insular Department of Education, always alert to the needs of the boys and girls of Porto Rico, first felt the pulse of its youth for recreation through athletics. Baseball, basketball, field and track events were the sports which the Porto Rican school boys and girls took up with keen interest and competition. An interscholastic Athletic Association was formed, the membership in this organization being made up of the University Departments, the Technical Schools, the high schools, the grammar schools and the elementary schools. This organization has marked progress from the beginning. By concentrated effort it has standardized school athletics and interscholastic meets, and has demonstrated through its organized activities the need of athletic fields, supervisors for school athletics, the creation of a Department of Recreation and Physical Training in the Insular Department of Education, and the establishing of a course at the Summer Session of the University of Porto Rico for the training of athletic supervisors for every school municipality. The Interscholastic Athletic Meet held last April in Ponce lasted two days. The event was of great interest to the entire Island. Crowds of people came from all parts of the Island to attend. High officials of the Government, the Department of Education and the Municipalities were present, while several thousand school boys and girls, with school bands, school banners and school cheers, stimulated those taking part in the meet to do their best to win, if possible, but failing to win, to be good losers. Inter-school, inter-town and inter-city baseball and basketball games are regular events throughout the school year, and these events are watched with great interest and enthusiasm by the communities in which they are played. Girls as well as boys have been entering teams and the rivalry is very keen.

The stimulus in athletics and athletic fields brought out the need of school playgrounds for Porto Rico. In order to show the value of playgrounds under leadership a demonstration summer playground was opened two summers ago on a vacant school lot in the city of San Juan. Children, as well as the older boys and girls, came in great numbers to play. Many of the older boys assisted in clearing up the grounds and helped build the necessary equipment which

was used. School and city officials watched the work and the results obtained on this demonstration playground, and soon took under advisement the need of developing school and municipal playground. Thus the playground movement has spread throughout the Island, and as fast as city, town and municipality have been able to furnish funds or secure gifts of land, playgrounds have been opened. One city on the Island planned to open six new playgrounds during the past summer. Several towns and cities have advertised the desirability of residence because of the existence of a playground or athletic field.

Further, the Department of Education has arranged to include organized play as a part of the regular school curriculum, and a play period of fifteen minutes during each school session has been introduced. Singing games, circle and ring games, marching and formations are some of the active games used. The recreative element in these games, the fun and the laughter, create an *esprit de corps* uniting all in a common interest. This fifteen minute period of recreation and play has greatly increased the efficiency of the work in the school room as well as the general deportment of the children.

The principals and teachers, seeing the value of these play periods in terms of better work and application on the part of the children, joined classes where instruction was given them in the different forms of play and recreation, games, dancing, singing and frolic, in order that they might be better able to give their pupils intelligent direction. It is safe to state that the teachers receive fully as much pleasure and benefit from the school play periods as do the children.

The demand for workers on the school playgrounds who have had some training in playground work is very great, but the demand is being met by a course at the summer session of the Porto Rico University, and many of the teachers have availed themselves of the opportunity to train in this new field of work.

The need of physical education was shockingly revealed through the examination of recruits for military service during the war, and later through organized activities. Thus the recent appointment of a Director of Physical Training in the Insular Department of Education is a marked step forward in the advancement of this great

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Rome at Play

BY W. A. WIELAND

American Red Cross

On the Via Caio Cestio in Rome, a street trodden by the feet of many English and American pilgrims to the graves of Keats and Shelley, and in the very shadow of the stately cypresses which stand guard over the graves of the two poets, is located the first modern children's playground in Rome. It has been open since the first of November, 1922, and is the gift of the school-children of America to the children of Italy through the American Junior Red Cross. All the associations of the environment are historic. There are the Porta San Paolo and the old walls of Rome just a stone's throw away. The evening sun casts over the playground the protecting shadow of Monte Testaccio, that humbly historic hill composed entirely of fragments of broken oil and wine jars thrown out in the ancient days by the slaves of rich Roman households or discarded by trading *contadini* faring homeward with empty carts after a day of bargaining in the town. And there is the pyramid of Caius Cestius, put up by the Emperor of that name as a monument to the fidelity of his Egyptian slave, and afterwards used as a refuge by the great man himself. For the oracle had foretold that Caius Cestius would be killed by a bolt of lightning. Whenever the sky was overcast, the Emperor would take refuge in the low vault in the pyramid, cowering in fear before the visible wrath of the Gods. You may still see the little passage cut in the stone, and the hole in the wall of the pyramid whence he darted anxious glances at the sky to see if the weather were clearing. And all this was three hundred years before Christ.

Perhaps not so historic, but infinitely more joyful than the other associations of the Via Caio Cestio, are the shouts of happy children that now echo between Monte Testaccio and the pyramid. The district of Testaccio is one of the poorest in Rome, and one of the most prolific. The playground is often visited by as many as sixteen hundred children in one day. In the

morning they come in classes, led by their teachers; and in the afternoon, since Roman children have no school after one o'clock, they come by ones and twos and threes until a great number are occupying all the swings and rings and every nook in the sandboxes, casting doubtful glances on the wading pool in this winter weather, dashing about in pursuit of the soccer footballs, leaping after volley balls, tumbling about in games of basketball, and disputing, disputing incessantly. For that is one of the joys of playing to the Italian child, to be able to assert in a full loud voice, with much emphasis, his rights, and injuries, and his capacity to be captain.

In a nation of individualists, it is not the team that counts but the chance to be captain. So the title is handed about several times in the course of the afternoon in each group, generally going to him, who, at the particular moment, is in best voice. With much training in team games, perhaps this trait will disappear; at present it is most unmistakably evident.

Evident, too, is a very turbulent spirit in the mass that strangely enough is not present in the individuals. Gino, alone, has a sweet smile and a quick intelligence; Umberto has a melodious voice and gentle manners; Mario is a hard player and honest; Alfredo is nice to the little fellows on the rings; Guglielmo is sympathetic and loyal. All are most lovable. But, put at a bad moment the five together and you have a treacherous, dishonest, unkind, rude and idle mob that can create more malicious mischief in five minutes than a crowd five times its size in America could in a whole day. If such characteristics were not present, organized playgrounds would be far less important in child education than they actually are.

The success of the Testaccio playground has been followed with much sympathetic interest by the educational authorities in Rome, and plans are being made to install several similar ones. The grounds are now under the direct control of the American Junior Red Cross. After being operated as a demonstration center by that agency for several months, they will be given over to the City of Rome.

Recreation at Ohio State Industrial School for Girls

BY BEATRICE PLUMB HUNZICKER

Recreation Director

There are 550 girls who attend my play center. Of course, other people call it a reformatory and refer to my girls as delinquents, but that is their way of looking at it, and I try to respect their view point.

There are eleven cottages overlooking a beautifully-wooded campus, and in each cottage there are five clubs organized. They are dramatics, handicraft, indoor games and social, civics and reading, and community singing and choral. Each child in the institution may belong to two of these clubs, which meet from 7:00 to 8:00 every evening except Saturday and Sunday. All dramatic clubs meet Monday evening, all handicraft clubs on Tuesday evening, and so on, all clubs of one kind meeting on the same night.

We organized these fifty-five clubs in less than three hours. This is how we did it. First, we arranged a rather intensive publicity program, using our cottage bulletin boards and moving pictures, followed by chapel talks regarding the successful club-work being done for and by girls on "the outside." In this way we made "belonging" to a club the most popular thing in school. While we were all enthused about it, the charming president of the State Federation of Women's Clubs gave our girls an inspiring talk in chapel on the value of club-membership. The children became convinced that the only people who amounted to anything were "belongers"—they were *wild* to "belong" to a club—any kind of a club, so long as it was something they could "belong" to!

The following Friday we had a general holiday from academic school and departments. Even the garden girls had a vacation. For it was Election Day, and every girl was expected to vote. Over in the school building, five rooms were placarded. One placard read, "Vote here for officers of Dramatic Club": another read, "Vote here for officers of Civics and Reading," and so on through the list. Each cottage family came over in turn, those who had signed up as wanting to belong to the dramatic club, electing their officers in the classroom placarded *Dramatic Clubs*, while four other clubs—handicraft, in-

door games and social, civics and reading and community singing and choral—elected their officers at the same time in their respective classrooms. One chapel talk in our publicity series having been on the responsibility of the vote, our girls voted with a sincerity of purpose that rather staggered the five teachers who acted as chairmen in the five "voting booths" that afternoon. We commenced voting at one o'clock and before four o'clock we had fifty-five clubs organized, and one hundred and sixty-five brand new club officers were coaxing their cottage matrons to "please let them fix up the cellar into a club-room, with pennants, and a table 'n ev'rything!"

Last night I supervised the eleven dramatic clubs with the help of enthusiastic teachers, who, since the night they "did the rounds" of clubs just for curiosity, now make a habit of dropping in at the queer little club meetings, because they are so alive with original ideas and constructive plans. One cottage group which had spurned my offers of a book of Constance Mackay's plays, was laboring with *A Midsummer Night's Dream*. Our segregated cottage's dramatic club was hysterically rehearsing *The Sniggles' Family*. I came through the door-way in time to hear the *Widow Sniggles* say rather impatiently, "Well for Heaven's sake, even if you're supposed to giggle in the play, you don't need to do it so life-like—You get them all giggling, and me, too. Can't you *pretend* to giggle, silly, without really giggling? Real actresses just *pretend*. Now, let's begin again."

I visited our colored cottage where the dramatic club was having a post-mortem. The girls of this club had collaborated with the community singing club of the same cottage, and had given an evening entertainment the previous Saturday before the entire school. "You should have known the curtain squeaked when you pulled it up," scolded the president. "You're stage manager, ain't you? Ain't it your job to manage the stage? And ain't the curtain part of the stage? When we were singing that cradle song, and we were all soft-pedalling before the curtain dropped, didn't that squeaky curtain drown out our best line of singing?"

I walked on, and scrambled down the cellar-stairs of another cottage. Here the children were rehearsing a shadow play, a cannibal chief and a missionary appearing to be the principal characters.

Tonight I supervised the eleven handicraft clubs, and found the children busily engaged in

making little nut-brown baskets out of crepe-paper and tiny serving cups. These, when finished, were to be put away until needed for Thanksgiving. These same clubs made six hundred "witches brooms" for Hallowe'en souvenirs, out of a foundation of all-day suckers, the "bristles" being made of fringed crepe paper in Hallowe'en colors. They also cut out of black cardboard six hundred cat's faces, marking the whiskers in white crayon, and painting "spooky" green eyes out of dissolved sealing wax.

Tomorrow the various indoor games and social clubs, having been supplied with typed suggestions for Thanksgiving games and stunts, will "try out" some of the new ideas submitted to them, and will then outline a program of games for the entire cottage to pay at the Thanksgiving party. On Thursday eleven civics and reading clubs will study suitable readings and poems for Armistice day, besides deciding on some "thought" they wish to give to the entire school at Open Forum during chapel hour. These are our "high brow" clubs and we all stand very much in awe of them! Many of our high school girls are members of these clubs.

On Friday evening eleven community singing and chorus clubs will sing with great gusto, the songs taught to them by R. K. Atkinson of the Russell Sage Foundation who visited us on his way from the State Welfare Conference at Columbus. These new songs were a joy to the children. They have them catalogued as "play" songs because they had so much fun singing them.

How do we control and stimulate these fifty-five clubs? Through a Junior Council which meets with great pomp and ceremony every Saturday afternoon in the academic school building. This Council consists of the presidents, vice-presidents and secretaries of all the clubs. Every little president carries under her arm her "president's note book" in which she feverishly copies notes of what she learns at "conference." It may be the rules of a new game, the way to make a chamber of horrors, or the words of a new song. It may be the club work schedule for the following week, or the steps of Rupty-Tufty. But whatever it is, it is something she is to carry home to her club, and she has learned from the very beginning that, as a delegate, she has a great responsibility, and that she must be faithful, and never—well, hardly ever!—fail her club!

Each little secretary carries under her arm the secretary's note book, in which she has, in her

best handwriting, with a proper observance of commas and spelling, written the minutes of her club-meeting. She may be called upon to read this by the chairman of the conference, so she reads it over on her way to the schoolhouse, to be sure she can read her own writing. She sometimes writes that "the committee then dissolved into a hole," or that "it was with deep regretment that the party broke up because there was nothing left to eat," but she is never found guilty of forgetting to write her minutes. The members of her club see to that; they wish the world (which, to them is the Junior Conference), to know what *their club* is doing.

Who gives them their ideas? That is the important part of the whole scheme. I believe in the volunteer worker. What she lacks in experience she makes up for in enthusiasm and an open minded. We have on our staff of workers, a teacher whose hobby is elocution and dramatics. She gladly consented to be chairman of the dramatic clubs conference, and our dramatic clubs have flourished under her leadership. She gives one hour of her time every Saturday afternoon, advising the little officers of our dramatic clubs in their choice of plays and unravelling their snarls. She enjoys it even more than the youngsters. We have another worker on our staff who is a cutter. She cuts out scores and scores of institutional dresses, when all the time her artistic soul could so happily express itself in very beautiful work. For one short hour every Saturday afternoon she is chairman of the handicraft clubs conference and teaches the members of that conference how to make wonderful beads of sealing wax, and how to make ordinary homely weeds radiant things of beauty by painting them over with silver, gold, bronze or fire-colored radiator paint.

A student from Ohio Wesleyan College, Delaware, spends Saturday and Sunday with us. She was a librarian before she entered college, and is an enthusiastic lover of books. The officers of the civics and reading clubs will have their conference in the library—which is conveniently placed in the academic school building—and this successful young college woman will inspire the girls, who are, as I said before, our "high brows," so that they carry back to their clubs something tremendously worth-while.

Our community singing clubs are happy in having several talented women who volunteered to be chairmen of the officers' weekly "sings." Cottage songs, original words set to the airs

of favorite songs, rounds, singing stunts—all these and more have been given to the entire school through the medium of these clubs. A parole officer and a cottage matron have discovered that they possess the art of "making up" verses!

The indoor games and social clubs have some unusually fine student officers of their clubs. Each cottage has two student play-leaders who train under the recreation director, and who direct games out-of-doors for one hour every day under the supervision of the director. These play-leaders have, in many cases, been elected as officers of the indoor games and social clubs, and at Junior Conference, their conference chairman is the recreation director. I wish I could tell about the splendid work done by this class but, "that is another story."

And what is the object of this system of club-work? Where is it going to get them? Most of these girls will go out into homes as servants. Even if the girls are paroled to their own homes, these poverty-stricken places in poor communities are hardly the kind of homes from which the average club woman comes. This is all true, but, since my little delinquent has been a mis-fit all her life, I am hoping that the habit of being a "belonger," will, through her club work in the school become so strong that when she is paroled she will find she cannot break it. I am already reaping some little reward, as the letters come in from my paroled club-girls asking if they may join this society or belong to that club. I hope the time will come when my most fiercely individualistic little "mis-fit" will write in and tell me that she wants to belong to two things, the Ladies' Aid of the church two blocks away, and the Healthy Hikers at her sister's school! For after all, if we have not learned how to be "Social to Save," we have lost our chance of saving.

And what does this club work do in the institution? First and foremost it normalizes it. An institution at best, is—an institution. My play program creates social situations which demand social reactions. It teaches the girl how to be sufficiently *interesting to herself* in her hours of leisure so that she can get on without delinquency. It teaches her a way in which to free a shut-in individuality. In a world revolving around rules, regulations and *Don'ts*, it gives her an opportunity to *Do*. It reduces discipline to a minimum. And, last but not least, it wins for the little delinquent and her institution, a place in the heart of every real club woman on "the outside."

Plea for More Playgrounds to Prevent "Abolishing Children"

Crime Statistics Show Most Offenders Are Under 21 Years, and the Figures Drop Wherever Recreation Is Provided

BY W. B. VAN INGEN

A freckle-faced boy appears before the solemn mahogany horseshoe of the Board of Estimate and pleads for a place to play. Thirteen-year-old Robert Seamon pleads in rhyme and tells the august members of the board:

We're tired of being chased here and there,
While trying to play in the open air.
They don't want children in a city flat,
But there's always room for a dog and cat.
They can't abolish children, you know,
As horses for autos had to go.

But was the freckle-faced boy right? Are we not abolishing children by changing them into criminals? More than 70 per cent of those we place behind bars are under the voting age, though we know from experimentation that we can cut this percentage at least in half by depositing a ballot in a box. But we have refused to learn from experience, we still cling to the fallacy that judges in solemn robes—yes, hangmen, too—are more efficient. We still delude ourselves with the absurdity that we can make laws that will restrict the growth of bone and muscle, while the boy laughs at us even on his way to execution. He will play with his last breath.

Am I setting off fireworks? Then so is Raymond B. Fosdick in his book, "American Police Systems," for he says that in November, 1916, of the seven people in Sing Sing awaiting execution five were under 21 years of age. And so is Allen T. Burns in his report to the Russell Sage Foundation, for he says: "To provide a probation district with adequate play facilities is coincident with a reduction in delinquency of from 28 per cent to 70 per cent, or 44 per cent as an average." What object have these men in telling us lies, if such they be?

And am I talking as does a lunatic in saying that we still cling to the fallacy that judges in solemn robes, and hangmen, too, are more efficient? Then so is Judge Ben B. Lindsey of Denver, for he says: "In dealing with the

problem of crime in youth we shall make progress just in proportion as we appreciate the absurdity of limiting our remedies to the court, the jailer and the hangman." And is it a disordered imagination that couples crime and children? Then Joab H. Banton, District Attorney of the County of New York, has a disordered imagination, for he says that 70 per cent of the offenders prosecuted in New York County are boys under 21 years of age.

Why not make a clean sweep of these Fosdicks, these Lindseys, these Burnses, these Bantons, if they are deceiving us? And why not consign to the scrap heap E. K. Coulter of the Society for the Prevention of Cruelty to Children, for it is he who dares to affirm that 11 per cent of the inmates of penal institutions in the United States are under 21.

And that man Allen T. Burns, he should be burned in boiling oil, for he has the audacity to prove by facts and figures that the South Park Commissioners of Chicago have actually accomplished the impossible, have proved that the freckle-faced boy may have a place to play without taxing his father beyond willingness.

And away with The Chicago Tribune also. Its editor prints that during the years 1912-18, inclusive, there were 53,377 murders committed in the United States. And Charles Frederick Carter, too, he dares say that the total number of deaths in battle of American soldiers in the World War was 50,327. He writes it over his own signature in Current History for February, 1922. And that Raymond B. Fosdick—let us take particular pains with his execution, for he actually tabulates the crimes charged against children under 17 years of age—17, mind you—in Washington, D. C., in 1919:

Crime Charged	Number of Arrests
Murder	4
Robbery	36
Assault with dangerous weapon	7
Forgery	12
Grand larceny	71
Housebreaking	189

It will be quite acceptable to our smug satisfaction if we include a few others, as we exterminate these revealers of unpleasant facts. The Postmaster General of the United States, for example, dares declare that in 1921 the loss from crimes in connection with mail robberies was \$6,346,407. And William J. Burns, too, for he

says that thefts from railroads, express companies, steamships, trucks, lighters and piers aggregate \$106,000,000 a year.

SOME OTHER OFFENDERS

This evident conspiracy in revealing the truth is outrageous. It is equally evident, too, that there is a conspiracy to reveal the truth in respect to playgrounds and their effectiveness in dealing with the situation.

L. H. Weir, formerly chief Probation Officer of Cincinnati, says: "In 1906 there were 1,748 children legally before the Juvenile Court and 410 were handled unofficially, making a total of 2,158 children. Of these, 1,450 were delinquents. In the fall of that year a beginning was made in opening playgrounds in the down-town portions of the city. In the year just closed there were 993 delinquent children before the court. Each year has noted a marked decrease. While some of this decrease may be due to other causes, the work of the court for instance, we are perfectly sure that one of the main factors has been the opportunity afforded the thousands of children in the most congested districts of the city to play in a natural and spontaneous manner."

Then there is Edmund C. Hill, President of the Trenton Playground Commission, who says: "Playgrounds were established in Trenton, N. J., as a municipal undertaking about the middle of 1906. The police records show a decrease of 28 per cent in the number of arrests of boys, while the arrests of men 20 years of age and upward shows an increase of 10 per cent. It is fair to assume that if there had been no playground supervision, the arrests of boys would have shown an increase corresponding to the increase in the arrests of the men."

We might just as well go on in our round-up of these conspirators. Mr. Loman, the Special Superintendent of Delinquents in Dallas, Texas, says that as the result of establishing Trinity Play Park the number of juvenile offenders in the cotton mill district has been reduced more than 50 per cent during the last year, although the number of children has increased 9 per cent.

And the statements of Superintendent Koerbel of the Juvenile Court of Binghamton, N. Y.—why, they are simply shocking. Listen! "This office, five years ago, had in one season one hundred cases of thievery, burglary and misdemeanors from the industrial towns. This season it had just three cases. Five years ago I spent

three afternoons a week in court in the factory centre. Now I am in court there on an average of twice a month. Give the boys and girls clean recreation, keep them out of doors and interested in something wholesome, and you'll have no trouble with delinquents."

The more this conspiracy is investigated, the more widespread does it appear. Edward J. Ward formerly of the Board of Education of Rochester N. Y., writes: "There was a gang of Polish boys in East Buffalo, N. Y. For months they had made of themselves a public nuisance by finding their recreation and amusement in throwing stones at the windows of passing railway coaches. Several of the boys were arrested, but the mischief did not abate. Special watchmen were posted along the railroad tracks, but still the stones were thrown. Then the Broadway playground was opened in East Buffalo, and the members of the gang came to the playground. They did not stop throwing; they only changed their missiles from stones to basketball and their targets from passenger car windows to goals; but by this transition they themselves were changed from anarchists into law-abiding citizens."

George W. Grover, Probation Officer of Portland, Me., should not be overlooked. He reports, evidently in collusion with his fellow-conspirators: "The majority of the boys arrested for delinquency in Portland during the five years since I have been Probation Officer have been those that left school at the ages of 12 to 14 to go to work. The number of arrests made has gradually decreased, the number for the past year being one-third less than for any previous year. With more playgrounds under the supervision of efficient instructors working in unison with our school teachers and truant officer, I believe juvenile delinquency can be reduced to a minimum.

STILL THE FACTS PILE UP

And what shall we say when we discover a Judge of the Court of Common Pleas of Philadelphia in the conspiracy? William H. Stanke of that court shamelessly declares: "From over two years' experience in the Juvenile Court of Philadelphia, preceded by some fifteen years' experience as a member of the Board of Directors of a reform and industrial school, I am convinced that the lack of playgrounds and opportunities for healthful recreation leads boys and girls into temptation and is the real foundation for their delinquency. These delinquent children coming

to the bar of the court are often more sinned against than sinning. Stunted bodies often result in undeveloped minds, and the latter in warped morals. Every child playing upon a sand heap in the street, wading in a flooded gutter, trespassing upon a building in course of erection, sliding and skating upon the sidewalks, using the roadways as a ball park and playground, is a living cry for the public playground."

But we all know that conditions in New York are different from those anywhere else in the country. We all know that there is New York, and the rest. But the Clerk of the Court says: "The total number of children arraigned during the year 1909 in the Children's Court of the First Division was 11,494. Of this number, 5,733 children were arrested for violation of Sections 730 and 43 of the penal laws, which relate to acts of disorderly conduct. Among this number are the boys who got into trouble for playing ball in the streets, building fires, throwing stones, playing shinney and craps, and for pushing and jostling persons in an effort to pick pockets. The great bulk of these 5,733 arrests, however, grew out of the child's normal instinct for play, as stated in my report."

Now, I have seen the small parks and playgrounds of the South Side of Chicago in operation. I have divested myself of my years and my trousers and entered their swimming pools. I have gone about with Judge Payne, then President of the commission. I have had the job of raking up the sand into which competitors jumped in their efforts one to outdo the others, and I cheerfully join the conspirators I have tried to arraign before the pitiless bar of publicity. I will be proud if I may be considered one of them. I have been about the small parks and playgrounds of New York also, and I hang my head in shame at the disgrace of them. They are incontrovertible evidence that we are trying to abolish children, you know, as horses for autos had to go. Tompkins Square, I am informed, is the best equipped of them, and it is an insult to intelligence, pure and simple. Only a few days ago I remarked to an attendant at another park that I was glad to see Old Glory at last flying at the masthead, and was informed that eventually it had arrived, and the children admired it very much. Everywhere, in every park and playground, dilapidation is the characteristic sight.

(Continued on page 62)

Play in Institutions*

Mr. Atkinson, Chairman of the meeting, divided his consideration of institutional play into two parts, play for those who are normal but in institutions because of some physical handicap; and for those who are abnormal and in institutions because of an infraction of the law.

There are three conditions in Mr. Atkinson's opinion, which make play necessary for children in institutions: first, the narrow environment of the institution itself; second, the fact that this environment is not a normal one, and, third, the monotony of institutional life. Adults in institutions, however, require recreation for the same reasons as adults in the outside world; namely, to relieve the monotony of life, and second, to furnish a wholesome outlet for the suppressed emotional life or, as the psychologists term it, a sublimation of the inhibitions.

Mr. Atkinson told of the extensive use which the School for the Blind at Overbrook, Pennsylvania, is making of play in teaching the children to know their environment. Games constitute a large part of the sensory training and at the same time are a means of building up self-confidence. Blind little children four or six years old learn to go about the building, along the halls and out into the playground without extending their hands to discover obstacles. At Overbrook, the location of furniture having once been determined remains unchanged;—hence when a child has learned where the tables and chairs stand he does not need eyes to avoid them any more than a seeing person consciously looks at every table and chair in order to avoid it.

Blind children play ball games by gauging direction through sound rather than sight. As an example, children are seated in a circle on the floor facing in and a tennis ball into which a small bell has been inserted, replaces the regular ball. One child, standing in the center, calls the name of a child in the circle, and, hearing the answer, rolls the ball in the direction from which the sound came. The high percentage of catches, Mr. Atkinson reports, testifies to the success of the method. Another game involves guessing both the location and the material from which an object is made. The instructor taps upon a table at the far end of the room; the children guess, but as a matter of fact they do not guess, they know the material is wood, and that the sound

comes from the end of the room near the window. Iron, leather, paper, and glass are soon recognized by the sound. From these comparatively simple games, the sand table, and work table, they proceed to learn the larger environment so that the older boys go unattended to the University. Thus, for the blind no less than for those who see, games are the means of coordinating sensory impressions with the motor expression.

But besides being valuable to the blind boy in learning the physical world, games and sports are a means of enabling him to take his place in a normal social environment. A team representing Overbrook School for the Blind won second place in open competition with such teams as the Young Men's Christian Association and American Legion. These blind boys swim, dive, bowl, jump and run as other boys do and the outdoor playground at Overbrook has much the same apparatus as any other playground, except that there is a larger open space in the center for group games.

Most of us have supposed the blind to be cut off from the aesthetic enjoyment of dramatics, or at least from sensory pleasure derived from the costumes. Mr. Atkinson tells us that this is a mistake; on the contrary, the blind enjoy adorning themselves with fancy costumes as much as the normal child.

While for those mentally normal play may be a means of physical education and development, as well as an agent of social adjustment, for the abnormal or delinquent child it is a means of building up and reconstructing the moral character. The great weakness of boys and girls in institutions is lack of self-control, of morale and of gameness. Other workers with delinquent boys and girls confirmed this statement of lack of sportsmanship in delinquents. While it is next to impossible to talk to a delinquent boy about his lack of moral strength it is quite possible to point out through a baseball game the value of "sticking," "of being a good sport," a "game loser," if necessary, but a generous winner. It is possible, Mr. Atkinson feels, to build up a moral fiber through play which can be transferred to other relations in life. Especially is it necessary to give the adolescent delinquent a wholesome outlet for the big emotions, and it is this particularly that sports and games do.

Mr. Atkinson spoke briefly concerning recreation for adults in institutions. Baseball is valuable

* Summary of Section Meeting on Play in Institutions. Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

for men in prison because it takes their minds off of their surroundings, but the very conditions of prison life prevent recreation from assuming its rightful place as the complement to work. In most prisons there is no real work, not to mention interesting work, for the prisoners, so that play becomes merely an antidote to idleness. Play when used as it too often is, to keep the prisoners busy defeats the end of making it an avenue of self-expression. The prisoner can only enjoy real play after he has had real work.

The Hebrew Orphanage of New York City, as described by L. J. Simmonds, the Superintendent, is a sizable institution with its 1,150 children alternately stowed away under one roof and turned out to romp over thirteen acres of fields and playgrounds. The children range in age from five and one-half to sixteen years of age, and, beside those at the orphanage Mr. Simmonds keeps in touch with two hundred and fifty others who are placed out in private families. About forty per cent of the children come from the Juvenile Court on the charge of improper guardianship, and of those about seventy-five per cent are incipient juvenile delinquents sent to the orphanage to avoid becoming delinquents. A majority come from the crowded East Side sections where there are no playgrounds.

Mr. Simmonds backs up his belief in play as a method of instilling moral stamina by actually spending as much for recreation as for positive religious instruction, or about \$15,000.00 annually on each.

Since the child in an orphan asylum is a normal child with the instincts of normal children, Mr. Simmonds contends that the aims of its play are the same as for the child living at home. The play leaders try to secure the active participation of every child in some form of games or sport, and make every effort to keep as far as possible from the mass or institutional method. Children are sent to the circus, not 1,150 strong but in small groups of ten or twelve and are encouraged to enjoy the fun as other children do. But to secure the active participation of every child games must be taught and a tradition of play built up. The faculty is encouraged to play with the children; in fact the faculty baseball game is an annual event where the boys have a chance to test the sportsmanship of their elders. The orphanage had thirty teams playing baseball last summer, beside others playing volley ball,

hand ball, tennis, folk dancing and indoor baseball as well as camping and hiking.

Under Mr. Simmonds' superintendency camping has become one of the largest single undertakings of the orphanage. Previously only anaemic children were rated for a vacation at camp; as a result several children began starving themselves weeks before the camp awards were to be made. Losing weight meant going to camp, and the best way to lose weight was to stop eating. Ergo! a hunger strike. But Mr. Simmonds reversed the order so that it read, "No child who loses weight may go to camp." The first year a camp site was rented for \$1000 and 450 children taken away from the city for a period varying from two and a half to four weeks. This first year's camping experience yielded such large dividends in happiness and health for the children that the Directors and friends of the institution last year spent twice this amount on 744 children. The cost, Mr. Simmonds said, was only \$1.00 per week per child for rent, transportation, coal, and supervision, in fact for everything except food. For this nominal amount every child in an institution, he believes, should have at least two weeks in camp each summer. Living in the open plants a desire for and habits of wholesome recreation which find expression long after the children have returned to the city.

However well an institution takes care of the physical exercise, health and religious instruction of its children it has neglected an important part of its work if provision is not made for their social life. The Hebrew Orphanage gives a dance every two weeks for its boys and girls; it goes further, it provides a Lovers' Lane, exposed to the public view, but where boys and girls may sit together and talk. Several parties are given during the winter, while holidays are made the occasion of special celebrations. During the winter there are special lectures and the children are encouraged to join and use the public library. The fact that several boys have constructed and operate their own radio indicates that individual interests are studied and encouraged. Normal children react normally, says Mr. Simmonds, and it is the function of the institution to satisfy the normal instincts. This the Hebrew Orphanage attempts to do.

Inwood House aims to teach the delinquent girl to fight her temptation in her own environment. The eighteen girls living at Inwood

House are mostly sex delinquents coming from the Women's Court. But besides these eighteen, Miss Jean Begg is trying to help three hundred and fifty other girls to adjust themselves to their environment. As a group, she says, they are anti-social without any sense of playing the game. Before being taken to the court they belonged to no Young Women's Christian Association or recreation center and for the most part came from homes where crowded conditions made it impossible to entertain friends.

Miss Begg's problem is not providing recreation for the girl who is still in an institution; there are plenty of leaders who will go to an institution for an evening of games. The problem is where to find clean recreation for the girl after she has come out of an institution and gone back into the community. Under the present double standard of morality it is more difficult to have a girl accepted by the community after a period of delinquency than a boy.

Mr. Ewald of the Baltimore Public School Athletic League explained the plan in use there. By furnishing recreation leaders to the city's institutions the Public Schools Athletic League establishes a friendly contact with the boys and girls which is followed up after their departure from the institution. It is the duty of the recreation leader to keep in touch with the various boys or girls whom he has learned to know in the institution after they have returned to the community and to help them to find clean leisure-time activities. Thus the critical period of return to the old environment is bridged by personal friendship.

In closing Mr. Atkinson spoke of the "pathological flapper" who has been drifting into the insane asylum for the past few years. This is the result, he believes, of the sudden pushing of girls out of the home atmosphere into the competitive business world. The business life offers both a freedom and a competition for which the modern girl has not been fitted by training or tradition and,—flapperism is the result.

Mr. Atkinson suggests that we begin to build up a means of self-defense through play and games while girls are still only four and five years old, a fighting instinct if necessary, which later will enable them to withstand the new conditions of competition.

Recreation Legislation*

Recreation legislation is usually permissive in form rather than restrictive. In 1907 there were no laws affecting recreation. Groups of individuals came together to organize and carry on playground work. The first legislation came about through a pressure brought on school boards to permit the use of school properties for playground purposes, school laws being passed to provide for this use and to provide salaries for play leaders.

Recreation legislation resolves itself into the following three classes:

1. Permissive legislation permitting a levy of tax to provide for the employment of play leaders, superintendent of recreation, and the issuance of bonds where necessary to provide for the purchase of lands, equipment of playgrounds and evening centers
2. A charter amendment permitting a maximum and minimum tax levy for the carrying on of recreation work
3. Mandatory legislation making it compulsory for a community to levy a tax for the carrying on of recreation work where a referendum has been held by the people in favor of such tax levy

The first Home Rule legislation for recreation was secured in 1915 in the state of New Hampshire through the efforts of a field secretary from the Playground and Recreation Association of America. This law, which was based on one previously drafted for the state of Nebraska, (not passed) leaves the decision as to the form of administration to the community. The work may be administered by either a school board, a recreation commission or some other department of the town or city government. Since this time home rule laws have been passed in New York, Pennsylvania, New Jersey, Connecticut and Ohio.

The Ohio law permits the combining of towns and villages in the carrying on of a common recreation system and also provides for the organization of a country recreation board. Funds may be secured both from the school board and the council for the carrying on of the work, the local authorities of the city, village, country or school district having power to make appropriations

* Summary of Addresses given at the Section Meeting on Recreation Legislation, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922. Chairman, Lee F. Hanmer. Those taking part in the discussion: Lee F. Hanmer, Mrs. A. T. Smith, Frank Sutch, Richard Schmoyer, J. B. Nash, John Bradford, Randall Warden, William Stecher.

and to raise the money necessary to meet these appropriations by tax. The administration may be vested in any existing body or board or in a recreation board, as the city or village council or the county commissioners shall determine. The law provides that a recreation board when established shall consist of five persons, two of the members to be members of the Board of Education, the board to be appointed by the mayor, and to serve for terms of five years, members to serve without pay.

Communities are sometimes slow to take advantage of the recreation law and it is well where possible to secure an amendment providing for a referendum on the question of levying taxes for the support of a municipal recreation system.

The Pennsylvania law makes possible the establishment of broad recreation work on a municipal and community non-political basis. The municipal recreation work in Phoenixville, Pennsylvania, was organized in 1919 by a field secretary of the Playground and Recreation Association of America, the secretary assisting in the selection of the recreation commission which was appointed under the Pennsylvania state law. The commissioners were all influential men and interested in the work. Funds for carrying on the work were provided jointly by the school board and the town council.

A bureau of recreation was appointed under this law in Scranton, Pennsylvania, in 1922.

With a recreation commission as the form of administration, the interest of the commission is centered entirely in the recreation work and because of this fact the work may oftentimes be developed on a broader basis than would be the case if administered by a city department having other interests to take up the major part of its time. Community conditions help to decide which is the best form of recreation administration for a city or town, however.

In 1922, under the Pennsylvania law, a recreation commission was appointed in Allentown, Pa. Assistance in the appointment of the commission was given by a field secretary of the Playground and Recreation Association of America and help given since then by the continuation

department. The securing of a local ordinance to permit a tax levy for recreation is necessary. It is hoped that funds will be available through this source by the first of 1923.

In 1907 in Oakland, California, the city charter provided for the establishment of *children's* playgrounds. By 1920 the playgrounds had outgrown their original purpose as playgrounds for children and were being used very largely by adults as well. The work had grown to such an extent that sixty per cent of the program being carried on was illegal. Work was being done in summer camps outside of city limits and a considerable amount of church work was being done. All work for adults was excluded under the city charter, all work being also confined within city limits, no provision being made for public golf courses and athletic leagues.

An amendment was secured in 1921 to the city charter which permits the board of playground directors

1. To conduct public playgrounds, recreation centers and camps (as against the old charter which provided for "children's playgrounds")
2. To conduct activities carried on on land not owned by the city (as over against the old charter which restricted activities to the actual property included in the children's playgrounds)
3. To conduct camps outside the city limits (as against the old charter which restricted activities to the city limits)

The budget in Oakland has been doubled in the last two years. A tax levy up to eight mills may be levied for recreation purposes. Work has been organized through individual groups in various parts of the city, the board of playground directors withdrawing after the work was thoroughly organized permitting the local group to carry it on.

There have been recent developments in new types of recreation work including the organization of recreation work in counties in order to take care of the rural problem and the formation of interstate commissions such as the New York and New Jersey Interstate Park Commission.

Thrift and Handicraft

By EDNA G. MEEKER

Have you thought of saving odds and ends for your playground handiwork? The following suggestions, which proved practicable in a small Pennsylvania town, are published in *THE PLAYGROUND* for the benefit of leaders on playgrounds and in vacation Bible schools who are looking forward to doing an increased amount of handicraft work this coming summer at reduced cost and with more volunteer neighborhood assistants. *THE PLAYGROUND* will appreciate receiving additional suggestions from any of its readers who may have done something of the kind.

Organizing for Saving

Organize in each district of the city a small committee of women who will undertake to secure the interest of all the women in their particular neighborhoods in saving the things listed below and which might otherwise be thrown away. Only articles that are clean and fresh are desired, and it is advised that each woman have a special box or drawer in which things may be placed from day to day.

It is particularly desirable that this work be begun before the days of spring house-cleaning. The lesson in thrift may be made a most valuable one for children, and their elders, too, will gain something from the experience of doing this special kind of team-work with their neighbors.

The committees organized may extend their service by having meetings of women where the making of articles will be practiced so that those women will be prepared to teach the children various kinds of handiwork in playgrounds and in vacation Bible schools. It will also be of assistance to mothers in planning for recreation hours at home.

The list of things to save includes the following:

Scraps of new cloth—for pot-lifters, needlebooks, pin cushions, pen-wipers, dolls' clothes, button-bags, kitchen bulletin board covers, bindings for books and blotter pads.

Remnants of yarn—for crocheted or woven flowers, dolls, doll's hats, and sweaters

Cardboard of all weights—for various cutouts, favors, fans, dolls' furniture, scrap baskets, wall pockets, foundations for blotting pads, patterns, toy construction, and scrap book covers

Glass—pieces of window and picture glass that

may be cut for use in passe partouting pictures and other art work

Cartons—for vases, scrapbaskets and doll's houses

Wall-paper—for covering cartons, wall-pockets and various boxes

Smooth pieces of wrapping paper—for pin wheels, patterns, paper folding, dolls' house furniture

Tin-foil—for Christmas tree decorations and dolls' house furnishings. (Good sized pieces saved may be cut into narrow strips to be thrown on Christmas tree for icicles.)

Colored Pictures—from magazines, for scrap-books of various kinds, posters, fans and peep-boxes

Cord—for wrapping balls made from old stockings, doll's hammocks, and general utility purposes

Wooden safety-match boxes—for dolls' furniture, miniature fish ponds, and miniature work boxes for traveling

Empty spools—for dolls' house furnishings, sand-box toys, favors, other construction work

Scraps of tape—for sewing work

Walnut shells—for toy sail boats and favors

Small pine cones—which may be gilded and tied together at intervals on pieces of gilt cord saved from Christmas packages for use as Christmas tree decorations

Service work—may include—blotter pads, cardboard fans, binding stories, passe partouting pictures for institutions, toy-making and sewing.

Churches and similar groups are constantly looking for ideas for bazaars and fairs which will be effective from a financial point of view and which at the same time will have social and educational value. For such groups the "garden booth" idea successfully worked out in a church in an eastern city will have value.

The plans for the booth included a committee to start "cuttings" in pots, such as geraniums, coleus, begonias, ivy and other plants; seeds of various kinds such as pansies, pot marigolds in flat boxes, and tulip, hyacinth, jonquil and narcissus bulbs planted in pots early enough to be in bloom in time to meet the Spring demand.

Packages of flower and vegetable seeds were placed on sale at the booth. There were outfitted garden baskets for "my lady's" gardening.

(Continued on Page 71)

The Day for Remembrance

BY MABEL TRAVIS WOOD

Of my childhood teachers I now recall most vividly the one who let me go home and get my geranium. It was the afternoon before Memorial Day, and, according to custom, every boy and girl had come to school bearing a potted plant. They were to decorate the veterans' graves for the holiday. The gay and sturdy geranium was always the favorite. A long table in the principal's office was covered with little earthen pots, each crowned by clusters of scarlet and rose-pink and white blossoms.

Late for school, I had gone straight to my seat and it was not until classes had begun that I made the fearful discovery. Being small and imaginative, my unseemly neglect affected me strongly. I visualized one poor soldier's grave barren and geraniumless, all because of me. A tear splashed down on the book known as "jog'raphy." But the teacher saw it and asked why, and the day was saved.

If we teach our history well, Memorial Day is for children a very real and reverent occasion. At this time patriotism, of necessity a formless sentiment, has a chance to express itself through gratitude for past achievements, and thus is thrown into clearer focus. Memorial Day is our most unselfish and patriotic holiday. It is all very well to speak of "the spirit of giving" at Christmas, but young America cannot help dwelling just as fondly on the spirit of getting. Thank-giving means thanks, but it also means turkey. Fourth of July, the accepted day of patriotism, is too much embellished with fireworks and pink lemonade to be reminiscent of heroes.

So Memorial Day, expressing service and ideals and patriotism quite unalloyed, presents itself as ideal for the special school celebration. It comes near the end of the school year, and is suitable for a final effort in the way of exercises of pageantry. The school auditorium is often the logical place for a community patriotic celebration. By taking the initiative in preparing something special for Memorial Day, the school can supplement the usual town parade with something more concrete and memorable. Or the exercises may be prepared for the school children only, with a welcome to the general public and a special invitation to veterans.

Sometimes it is possible for a school to present an outdoor celebration of Memorial Day.

Seating arrangements and acoustics are difficult but when these can be successfully managed, nothing is more effective than service under the sky. Community singing of patriotic airs and of the familiar songs of our wars, from *Tenting Tonight* through *The Long, Long Trail*, may be a part of outdoor or indoor celebrations.

The Bureau of Educational Dramatics of Community Service, 315 Fourth Avenue, New York City, is glad to help schools to arrange Memorial Day programs. This Bureau will send free of charge a suggested service for Memorial Day which was prepared for the American Legion but may easily be adapted to schools. It consists of songs and readings commemorating the Civil, Spanish and World Wars. Among the suggested readings of which the text is given are Joyce Kilmer's *The Wood Called Rouge-Bouquet* and an extract from Theodore Roosevelt's *True Americanism*.

A tableau which will fit effectively into a Memorial Day program is taken from Elizabeth Grimball's Armistice Day pageant, *Lest We Forget*.

Song — *The Recessional* — Kipling-DeKoven
Chorus or double quartet

Beginning:

"God of our fathers known of old
Lord of our far flung battle line
Beneath whose awful hand we hold
Dominion over palm and pine
Lord God of Hosts, be with us yet
Lest we forget! Lest we forget!"

The whole song should be sung.

(As the last note of the song dies out, a clear toned bell outside slowly strikes eleven. The curtains of the stage part showing in a dim light a line of crouched, tense figures. Suddenly the lights brighten. The figures straighten up and one of their number steps forward.)

Recitation—November Eleventh.....

HILMAR J. BAUKHAGE

We stood up, and we didn't say a word
It felt just like when you have dropped your pack
After a hike, and straightened out your back
And seem just twice as light as any bird.
We stood up straight and, God! but it was good!
When you have crouched like that for months,
To stand
Straight up and look right out toward No-Mans-
Land
And feel the way you never thought you could.

We saw the trenches on the other side
 And Jerry, too, not making any fuss,
 But prob'ly stupid-happy, just like us,
 Nobody shot and no one tried to hide.
 If you had listened then I guess you'd heard
 A sort of sigh from everybody there,
 But all we did was stand and stare and stare,
 Just stare and stand and never say a word.

From *Yanks*, A. E. F. Verse, G. P.
 Putnam's Sons, Publishers, New York
 and London

Suitable for presentation by high school pupils is the short Threnody which opens "*A Pageant of Victory and Peace*" by Thomas Wood Stevens. The poetry of its lines and the beauty of its conception, as well as the accompanying music by Harvey Gaul, will make it a very impressive number. The pageant may be secured from C. C. Birchard, Boston, price \$.75, postage \$.04.

Many valuable suggestions for the celebration of the day will be found in the book *Memorial Day*, by Robert Haven Schauffler in the series *Our American Holidays**. In arranging the World War part of a Memorial Day program, *Patriotic Pieces from the Great War*,† will be found helpful. It contains many of the best poems and sketches inspired by our last war—some of them humorous, some grave.

The plan of having an historical exhibit in connection with the celebration is worth trying. "Ye Aulde Relic Room," in which were displayed about three hundred and fifty historical articles lent by citizens, was an outstanding feature of the historical pageant recently staged in Portsmouth, Ohio. Such an exhibit could be put on display in one of the school rooms during the week of Memorial Day. The number of relics of memorial interest and educational value that even a little town can produce will prove surprising. Small nieces and nephews will be able to wheedle gas masks and "tin derbies" from A. E. F. Uncles. Someone may cherish a collection of Civil War photographs, dim but replete with memories. There may be a flintlock that was shot at Bunker Hill, a tattered cap that was worn at Gettysburg, a saddle that bore a khaki-clad Rough Rider up San Juan Hill. And these mementoes, brought back to the town by its very own heroes, will lend additional atmosphere to the day for remembrance.

* This may be secured from the Penn Publishing Company, Philadelphia, Pa. Price 40 cents
 † Published by Moffat, Yard and Co., 31 Union Square, New York. Price \$2.50 each.

Sharing in the Community Service

Boys and girls of the schools may take an important part in the service in which the entire community participates. The following suggested program will indicate how this may be worked out.

ORDER OF ARRANGEMENT FOR THE PROCESSION

Band

Boy Scouts of America	} forming the
Girl Scouts of America or	
Camp Fire Girls	
Sons of the Veterans	
Veterans of the Civil War	
Veterans of the Spanish-American War	
Veterans of the World War	

The procession enters the auditorium to the music of *The Battle Hymn of the Republic* or any National Air desired. The formation should be as follows:

The Boy and Girl Scouts lead the procession down center aisle to the platform where they separate to right and left, leaving aisle through which pass

First, Veterans of the Civil War who take their places on the platform center back, placing standards near center

Second, Veterans of the Spanish-American War who take their places on the platform to the right of the Civil War Veterans placing their standards to the right center and

Third, Veterans of the World War who take their places on the platform to the left of the Civil War Veterans, placing their standards to the left center

During this part of the ceremony the Scouts stand at attention. Immediately after the World War Veterans take their places, the assembly stands while the Scouts pledge allegiance to the Flag, after which they march to the back of the auditorium and remain standing to the end of the Invocation.

If feasible, drape the back of the stage or platform with grey or white (preferably grey) so that the standards may be displayed to better advantage. Have a flight of steps leading up to stage at center.

Program

1 Song—*America*

By entire assembly

- 2 Invocation
By Chaplain of the American Legion Post
- 3 Reading—*The Bivouac of the Dead*
Theodore O'Hara
or
Memorial Day
Clinton Scollard
(Both poems are contained in *Memorial Day* by Robert Haven Schauflier or in any standard collection of patriotic poems)
- 4 Song—*Tenting Tonight*
By Veterans
- 5 Address—Short address to the veterans in which Abraham Lincoln's famous Gettysburg speech may be incorporated
- 6 Solo—*There is No Death*
Geoffrey O'Hara
- 7 Reading—Excerpt from *True Americanism**
Theodore Roosevelt
By Spanish-American War Veteran
- 8 Song—*America—The Beautiful*
By entire assembly
- 9 Poem—*The Wood Called Rouge-Bouquet*†
Joyce Kilmer, Sgt. Inf.
Killed in action July 30, 1918
(Dedicated to the memory of nineteen members of Co. E., 165th Infantry, who died at Rouge-Bouquet, Forest Parroy, France, March 7th; read by the chaplain at the funeral of Joyce Kilmer, the refrain echoing the music of Taps from a distant grove)
To be read by a member of the American Legion Post (Gold Star Flag raised during reading and entire assembly standing)
- 10 Song—*Star Spangled Banner*
By entire assembly
- 11 Recessional *Battle Hymn of the Republic*
Formation for Recessional
After the singing of the national anthem the Scouts form on side aisle ready to lead the procession. At the first note of *The Battle Hymn of the Republic*, the Veterans fall in, in the order in which they entered

The music mentioned in the program may be obtained from G. Schirmer, 3 East 43rd Street, New York City
The Battle Hymn of the Republic, Dixie,

America, Tenting Tonight, America, the Beautiful, and The Star Spangled Banner are contained in *Twice Fifty-five Community Songs*, C. C. Birchard & Co., Boston, price 15 cents a copy

There is No Death, price 40 cents
Apply to Orchestration Department of G. Schirmer for band and orchestral parts

Recreation in Porto Rico

(Continued from page 45)

health measure. The happiness and the welfare of the Porto Rican people are too closely related to their health and physical well being to permit this very vital subject to be neglected. The Walter Camp Daily Dozen Exercises have been introduced into the schools as a beginning in physical training, music from the Victrola accompanying. A marked improvement in general physical development has been demonstrated since these daily exercises were installed. The slogan should be "a gymnasium for every school" and "a gymnasium for every municipality," with proper medical examination and proper health instruction given, as well as physical training.

The school band has become a very important factor in the recreational life of the Porto Rico school children, and has served as a medium of community interest, as well as school interest. The bands supply music for all the school festivals, athletic events and other social occasions. They also furnish band concerts in the public plazas in many municipalities where the entire community assemble for sociability and good fellowship.

The need of recreation through organized community action is finding expression in many different forms. Groups of men and women are working together to meet the need of this new social awakening which is breaking through the fixed traditions of old Spanish custom and environment.

The curtain is slowly rising, the light is being let in, and recreation through its many forms of activity will win a place ere long in the national life of a people who for nearly four centuries have known little of the happiness that comes from free expression of the inner emotions, so inter-related to every act of progress in civilization.

* Published by George H. Doran and Co., New York City
† Published by G. P. Putnam's Sons, New York City

At the Conventions

The Woodcraft League Convention

Dr. Frank Crane, speaking at the annual dinner of the Woodcraft League of America, held in New York City in December, emphasized again the thought that an organization or institution was but the lengthened shadow of a great man with an idea. The man in this case was Ernest Thompson Seton; the organization The Woodcraft League of America; the idea to enrich human life by developing the imagination. Our routine way of living, our standardized thought, our mass action tend to stifle the creative spirit and suppress individuality. To offset this tendency, Mr. Seton felt that each man, woman and child in America, should have a fertile imagination from which to draw ideas for enjoying life when not occupied with the necessary task of making a living.

A knowledge of the out-of-doors, or the "woodsy" idea as the Woodcrafters call it, was chosen as the best medium for building the imagination and for creating individual resourcefulness.

Those interested are gathered together in tribes. A local group may be formed of 10 or more and may be made up of adults or children. Upon the payment of a nominal fee of \$3.00 the League will grant a charter which authorizes the tribe to carry on the Woodcraft program, buy badges, grant degrees and otherwise participate in the national development of the Woodcraft idea. There are now 200 tribes in America and Canada and through the effective work of the increasing number of leaders the movement is growing rapidly.

In each tribe a competent leader is chosen (to be a leader, according to the Woodcraft law, one "must know the way, go ahead and get the others to follow") regular meetings are held, both indoors and outdoors, and opportunity is given to each one to report on any beautiful or interesting thing that has come into the experience of the one reporting. Stories of unusual plants, rocks and trees are told; finding and reporting on the treatment of an injured bird or a wounded animal; the blazing of a new trail; demonstrating new games and stunts—these are some of the

activities that fill the meeting time of Woodcrafters.

The Woodcraft idea has been helpful to religious workers in holding the interest of the young, to school teachers in their educational work, to recreation leaders in furnishing a program, to business men who keep the spirit of youth through contact with the woods, to community workers in general.

Through camps, hikes, nature study, songs, games, stunts and handicraft, thousands of people are finding joy in life because of the work of the Woodcraft League of America.

Boy Scout Executives' Conference

Conference in the discussion of the organization of a local council, many ideas were touched upon which are applicable to the work of many organizations. In organizing a local council the work of the executive is to organize people to build things for themselves. It is not what is done for people but what they do for themselves that counts. The executive is doomed who is running his council as an old-time philanthropy, doing things for people.

Some of the principles to be kept in mind in the organization of a local council are as follows:

1. Get on your council, members who are really representative of all organizations and facilities including always outstanding men who represent labor or other groups. Find out what each person represents before the council is formed instead of forming the council first.

2. Have meetings of the Council at least quarterly.

3. The volunteer worker is extremely important.

4. Committee members must be convinced of the importance of the job, not on the basis that it will take very little of their time.

5. Educational work with committees must be done constantly by the executive.

6. Remember always that the council is permanent, the executive transient.

7. Never build up an organization for the organization's sake.

Good citizenship implies service and sacrifice for the country's good. The state is frequently

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looked upon as a lemon to be squeezed or an oyster to be opened but citizenship involves the passionate desire to make things better for the nation.

Conditions must be maintained which will make men of character want to give their time, believing it is worth while.

The three requirements of a volunteer are character, forcefulness, inclination.

It is the council's responsibility to train its officers and committees and the community at large to an independent conception of the aims and methods of scouting.

A request was made by one of the groups that consideration be given by the national council to some form for grading executives.

Emphasis was placed upon the fact that scouting is for the boy and not the boy for scouting.

Training of Employed Workers

(Continued from page 37)

workers found in the neighborhoods in which playgrounds and centers are located and, on the other hand, the discussions relative to the thorough-going comprehensive and long-term training of playground leaders and executives.

II. It was recommended from the round table on recreation training that the next Congress have a meeting of the executives separate from those less interested in executive and organizing problems. It was suggested that these executives might meet before the Recreation Congress or at one of the early sessions.

III. The round table emphasizes as its most important recommendation the need at the next

Recreation Congress of a report or analysis from some one who has given considerable time, thought and investigation to the subject, of the adequacy, methods and relations to each other of the following training institutions:

1. Short courses or institutes for volunteer and minor recreation workers. (Included in this category are the short courses intended to induct workers into the service of recreation organizations.)

2. Recreation centers offering a larger curriculum and requiring one or two years' study. Included in this are the schools for physical training.

3. Training for recreation workers in colleges and universities including courses in physiology and psychology.

An All-Girls Athletic Meet

(Continued from page 27)

Girls under 12 years of age:

1. Egg and spoon race
2. Round arm dodgeball throw for distance
3. Shuttle relay
4. Dodgeball—25-foot circle

Girls under 14 years of age:

1. Flag race
2. Far throw dodgeball for distance
3. All up relay
4. Dodgeball tournament—30-foot circle

Girls under 17 years of age:

1. Block race
2. Sprintball throw for accuracy
3. Potato race relay
4. Dodgeball tournament—35-foot circle

Girls under 21 years of age:

1. Throw for baskets in one minute
2. Fieldball goal throw for accuracy
3. Throw catch and relay

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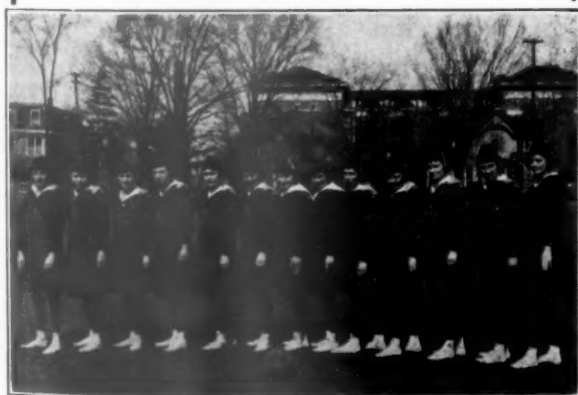
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Qualified directors of physical training are in big demand. Here is an attractive, uncrowded field for young women. Standard three year course, including Summer Camp Courses, thoroughly prepare you for all work; affording splendid opportunities for self-development. The school is affiliated with the famous Battle Creek Sanitarium, with all its superb facilities and equipment; its delightful atmosphere. High School diploma or its equivalent required for entrance. Write for illustrated announcement.

Address the Dean

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Night Work for Foreign Groups

In dealing with foreign groups the personality of the leader is of great importance, said Miss Ethel Radiger of the Department of Recreation of Detroit, Michigan. This leader must be sincere and in sympathy with the foreign-born who are exceedingly sensitive and shy and who sense insincerity and patronage very readily.

The best method is to secure the interest and cooperation of the leaders of national groups and work through these. Then activities may be started among the men and their confidence secured. Later the women, who are more difficult to work with since they are timid and hampered by tradition, may be organized into clubs and classes.

Recreation is an appealing channel through which to establish contacts with foreign people. In Detroit there are 48,000 Italians. One flourishing organization of Italian men has furnished the equipment and supplied reading matter for a club room. Smoking rooms and libraries and an Alien Information Bureau have been established.

Plea for More Playgrounds

(Continued from page 51)

There is not one decent field house on the Island of Manhattan in a public park; there are twenty superb houses in the parks of the South Side Commission of Chicago. Here and there, as one goes about, he may smile through his tears, and imagine for a moment that he is in the suburbs of Chicago.

We have outgrown our ground, we must build on our children's feet, yet we have acres of space atop our municipal piers that are unused three quarters of the year. We have aesthetic pavilions of stone in our playgrounds, in imitation of the French; we put up signs that they are for the use of women and children only, and we carefully place the children's sand heaps out of sight of the aesthetic pavilions.

We have no money, alas! No money to save the souls of our children; but we have money to build a Roman arch to commemorate their death. We have money to proclaim to the world that willy-nilly, we are going to abolish children, you know, as horses for autos had to

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Graveyards or Playgrounds?

(Continued from page 36)

within the city limits today. The city claims not to know the area of its own cemeteries. A rough checking puts the present space within the city at 1,200 acres.

The school play space is about eighty-two acres while there is need for 175 acres at 30 square feet per school child. The recreation department, a separate department, has 110 acres, 80 acres of which are improved. This is not tied up with the school play activities, but it is doing good work in its field. The bureau of city property controls 638 acres in small parks and squares and the Fairmount Park Commission controls 6,073 acres. These last help the city as a whole enormously but they do not effectively tie up to the play needs of school children.

The citizens of Philadelphia are developing large areas of burial space outside of the city. The Park Commission, which has metropolitan powers, has taken but about 20 acres outside of the city. The school department of course has nothing. We develop the graveyards because they make money and ignore the playgrounds which make citizens.

Conurbation, resulting from the blending of congeries of cities in large metropolitan areas, about which Patrick Geddes speaks, will ultimately result in a deadlock so far as play space is concerned. School grounds are not easily increased in size. New schools may have enough space at the start but they seldom have at the finish.

I therefore propose, because it can't be avoided if we are to do our duty by growing children,

First, that cemeteries consist of roads, walks, lawns, trees and shrubs; no grave stones projecting about the ground, markers only being used. This will relieve us of competition in ostentation and of the devastating results of numerous unrelated and unharmonizing objects of art, art almost universally of low degree. This will make cemeteries beautiful, restful and appropriate and pave the way for the next step.

Second, that entirely filled cemeteries and filled sections of large cemeteries be given over to the play of children. This is a double consecration of this portion of the earth's surface, first to the memory of the departed, and second to the de-



This Little Chap Will Thank You

for "OVERSIZE" Playground Apparatus. You know what we mean by Oversize—Everything made better than demanded—stronger than usually thought necessary—assuring a satisfaction greater than expected. Oversize means Safety—permanent safety. The little folks have put their trust in us, and we shall continue to justify that confidence. Good enough will not do—it must be Best. Let us work with you on your plans.

A. G. Spalding & Bros.

**Recreation Engineers
Chicopee, Mass.**

*"First it was the Base Ball only;
Now we cover the World of Sport"*

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*May we show
you this new*

CORONA
The Personal Writing Machine

There is no obligation—just mail the coupon and one of our demonstrators will gladly bring a machine to you for inspection.

Whether you are one who has never tried personal typing, or an expert from the ranks of Corona's half million users, you will want to try this new Corona with your own hands, and see what an advance has been made in portable typewriter designing.

The price remains the same, \$50.

CORONA TYPEWRITER CO., Inc.

119 Main Street, Groton, N. Y.

Please mail this coupon today.

CORONA TYPEWRITER, CO., Inc.,

119 Main Street, Groton, N. Y.

☐ Without obligation I should appreciate the opportunity to examine the New Corona.

☐ Please send booklet on the New Corona.

Name

Address

velopment, the happiness and well-being of living children. I should be much relieved to know that above my dust were the busy feet, the laughter and play of happy children, instead of the horrible medley of impossible art in the maintained cemetery, or the weeds, tin cans, rubbish and toppling stones of the deserted one.

Third, that cremation be more extensively used. There is better logic in depositing the ashes of the departed in small cubicles, one above another, than in trying to house ourselves in cliff dwellings with no place for our children to play.

Fourth, that there be a larger use of all park areas, tied up in every possible way with the needs of pre-school and school children. This will add life to dead spaces and give life to dying children.

Fifth, that cities plan as though they expected to live a hundred years or more, and take ahead of time the space they will need for schools and the play of school children. This will insure the space at a saving of money, the whole cost being easily taxed into the treasury if we will learn to estimate, as well as real estate men and owners universally estimate them, the increments of value due to open spaces for which we pay.

The Utilization of Unused Resources

(Continued from page 29)

vision stands as a challenge both to the recreation worker and to the community.

To the recreation worker it is the call to become motivated by the higher things of the spirit, that illumination and constancy and sincerity that bring forth confidence and inspiration and following—the call to acquire that *honest knowledge* of theory and technique, of methods and practice, of tryouts and developments, of failures and possibilities, so that we may in truth stand as the leaders who are to point out this hope.

To the community it is the demand for a more unselfish interest in the advancement of the common good, in order that the way may indeed be open for all developments of the day that elevate the race.

The utilization of unused resources in the pursuit of happiness is worthy of our effort, for do we not know that it is the spirit of play that lifts man out of the sordid and wearisome into the joy of life!

Play and Health

(Continued from page 42)

this type of physical endurance and stamina. It is one of the greatest prizes which anyone can win for life.

Energy. Some people are born tired. After two or three hours of work any activity becomes irksome and they wish to loaf. These are the natural tramps and hobos, parasites on our civilization. There are others who, like Roosevelt, can work sixteen or eighteen hours a day, carrying on a great variety of occupations, and still enjoy them all. There is perhaps no one thing that is more determining of efficiency and happiness and success than the amount of energy one carries with him into life. While the amount of energy produced is more or less determined by the nature of the nerve cells of the individual, it is chiefly conditioned by enjoyable occupations in childhood in the open air. This fills the blood with oxygen and stirs the deeper cells of the brain by activities similar to those through which the brain was built up in racial history. This means chiefly joyous play. "The child without a playground is father to the man without a job." A child can play all day long and expend every hour an amount of energy which would have tired him out if he had been working instead. This is because the play activity has at its command reservoirs of energy which are not touched by the work motive. Probably there is no other way of developing the maximum energy for adult occupations except through vigorous play.

Happiness. But the factors which determine health are about as largely mental as physical. As it is impossible for a child to be really happy without being healthy, so it is equally impossible for him to be thoroughly healthy without being happy. Childhood is never happy without play.

Tin-Can Golf

(Continued from page 43)

places the ball in the cup. The second player next takes his turn, and so on until all four have "holed in." The game then continues in this way.

When a player drives his ball off the course or in any place where it is impossible to play, he may forfeit two strokes and place the ball on the ground nearest the place where it left the course. A player must not place his ball more than six feet from the completed hole when he is driving for the next hole.



Adequate Seating Stored Compactly

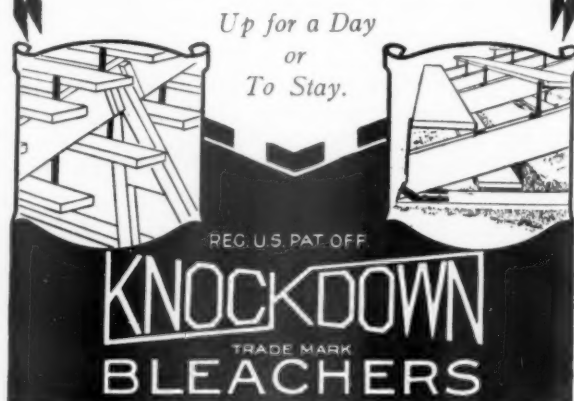
KNOCKDOWN Bleachers occupy little space when stored away. With them it is possible to have adequate seating for all occasions available on short notice. Knockdown Bleachers come in sections 14 ft. long, 3 to 15 seats high. May be used indoors or out without injury to floors or lawn.

Knockdown Bleachers are so built that the heaviest and wildest crowds only settle them more firmly together. Seat boards, foot boards and stringers are strongly ironed. Foot boards are placed below the seats to protect the spectators from the feet behind them. See details of construction below.

Knockdown Bleachers are used by scores of universities, high schools, industrial plants, baseball clubs—big leagues and minors—and Y. M. C. A's, from the Atlantic to the Pacific. No order too large or too small. Write for circular and prices at once.

Leavitt Mfg. Co.

363 Griggs St., Urbana, Ill.



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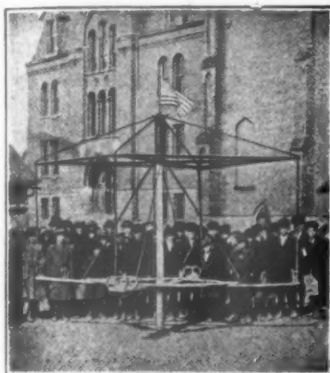
TWO-YEAR Normal Course for Directors of Physical Education, Playground Supervisors, Dancing Teachers and Swimming Instructors. Thorough preparation in all branches under strong faculty of experienced men and women.

Our graduates are filling the most responsible positions in the country. *High School* graduates from accredited schools admitted without examination. Fine dormitories for non-resident students. **SUMMER SCHOOL JULY 2-AUG. 11.**

We are now in our new building in a fine residential section of Chicago—within walking distance of two of Chicago's finest Parks and of the Chicago University. New gymnasiums—new class rooms and laboratories—new dormitory. All modern facilities and equipment.

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Patented June 1917

Particularly recommended for its capacity of accommodation, its ready adjustment to all sizes, ages and kinds, and its unusually reasonable cost.

Write for free illustrated catalog

Little Merry-Go-Round Company

Manufacturers of Real Playground Equipment

*Men, Not Money, Make A Country Great.
Education Without Health is Futile.*

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JUST FROM PRESS!

No. 2
**TWICE 55
COMMUNITY
SONGS**
The Green Book

An entirely new collection of songs and choruses for community singing—140 titles. Single copy 25c postpaid. Discount in quantity. A companion book to No. 1 *Twice 55 Community Songs*—The Brown Book.

No. 1
**TWICE 55
COMMUNITY
SONGS**
The Brown Book

Used everywhere throughout the United States in schools, community choruses, churches, clubs, and the home. Single copy (paper covers) 15c postpaid. Single copy (board covers) 30c postpaid. Piano-Vocal score 75c. Discount in quantity.

Sample copies on request

C. C. BIRCHARD & COMPANY BOSTON
Publishers of Indian Games and Dances, Indian Action Songs, Boy Scout Song Book, etc.

communities in which you live. You are the cathedral builders that are erecting this vast and rugged structure among the little red roofed houses. When you have finished your labors and gone your way, you will have left a miracle upon the plain.

Training for Citizenship

(Continued from page 20)

done that there is comparatively little basis for being proud of our accomplishment. We know in America today there are something like seven million boys who should be in the Scout movement or in some other movement similar to it. Giving credit for all that each of us claims as work for boys and girls, and all the children reached by the playgrounds of America, the sum total as compared with the great masses that ought to be reached is insignificant.

This responsibility of training for citizenship is one in which we all share alike and that we need practical cooperation of the agencies already in the work for youth that all of us will secure further assistance, further resources in leadership and in financial support, and not have time to talk about the relative merits of this or that method. So may we reach the result which will give us a nation with a larger proportion of God-fearing men and women—men and women so trained for citizenship that they will count it just as glorious to “live and serve” their country in time of peace as to be willing to die for their country in time of war.

Training for Citizenship

(Continued from page 22)

very true thing about beauty: “Who walks with beauty hath no need of fear; the sun and moon and stars keep pace with him”; and, again, “Who takes of beauty wine and daily bread need have no fears when bitter years are lean.” Adolescence itself is the vision—its potentialities, its sturdiness, its useful and its gorgeous time of flowering—the very element which the Camp Fire program seizes upon and builds upon.

It means something definite for the future of the race that over 100,000 Camp Fire Girls went camping this last summer but it means more that each of these girls made with her hands at least one beautiful thing.

Citizenship is a state of mind translated into human behavior. You are the leaders. You represent the enlightened habit of mind of the

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Where Large Numbers of Children Gather

in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust.

SOLVAY—CALCIUM CHLORIDE

is being used as a surface dressing for Children's playgrounds with marked satisfaction.

It will not stain the children's clothes or playthings. Its germicidal property is a feature which has the strong endorsement of physicians and playground directors.

Solvay Calcium Chloride is not only an excellent dust layer but at the same time kills weeds; and gives a compact play surface.

Write for New Booklet Today!

SEMENT-SOLVAY CO. SYRACUSE, N. Y.

SPECIAL COMBINATION OFFER

The Athletic Journal

A magazine for
Athletic Coaches
and Physical Directors

The Playground

A Monthly Journal of Recreation

Together \$2.25 per year

Separately \$3.00 per year

Send your Subscriptions to

The Playground

315 Fourth Avenue

New York

Lifelong Recreations

(Continued from page 17)

up. This game was really an adaptation of *Duck on the Rock*, and we had a fine time. *Prisoners' Base* is another game which we played in family groups.

"When my little girl was four years old, I practically forced her into a shallow stream and persuaded her to come in and lie down. At first she was afraid and cried, 'Papa, too little!' I did this for three days after which my chief trouble was in keeping her away from the water.

She has since then been perfectly fearless.

Mr. Ray Carter, also of Community Service, spoke briefly on the significance of the spontaneity of play. He mentioned a taxicab driver who, when visiting a certain city, became inspired with the idea of securing a park in his own town. He came back home with the idea of getting people together and buying a piece of park property. He got one thousand people to subscribe five dollars each, and succeeded in getting the town to buy the park. He felt that by creating the proper environment, people would come out and play.

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Home and City Beautiful Exposition

Million Dollar Pier, Atlantic City

JUNE 16th TO SEPT. 8th, 1923

A 12 Week Exhibit of Innovations and Surpassing Beauty to Boost American Industry and Home and City Beautiful Movements.

Featuring Playground & Athletics Exhibit.

One of the most interesting features of the Exposition will be the Playground and Athletics Section which will attractively display gymnasium and playground equipments and supplies, athletic goods, recreation center appliances and apparatus.

Concerns having such products for extensive distribution are invited to write the management (address below) for full particulars.

This show, National in scope, offers Maximum Publicity and Sales Efficiency at a minimum cost to concerns supplying essentials for beautifying the home or city (including materials, equipment, and furnishings and all necessities and luxuries). Ten Million Americans who visit Atlantic City during the Summer Season when this show is in progress will see your exhibit.

Write for Exposition folder and full particulars.

American Home and City Beautiful Ass'n
Atlantic City, N. J.

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The only outdoor Drinking Fountain that works day after day, year in and year out.

FOOL
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Either vertical bubble or slight angle stream.

Will Not Freeze and Burst.

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"What an Outdoor Drinking Fountain Should Be."



The Murdock Mfg. & Supply Co.

"The Original Hydrant House"

422 Plum St., Cincinnati, Ohio

Makers of Anti-Freezing Water Service Devices since 1853

From the Report of the Director of the National Americanism Commission of the American Legion

PLAYGROUNDS AND COMMUNITY SERVICE

At the invitation of Community Service and the Playground Association, it was a real pleasure to join with them in their National Campaign for bigger and better playgrounds throughout America, and physical education for our children.

The Community Service, an organization of national extent and note, has extended to the National Americanism Commission of the Legion an invitation to support their legislative programs in three states. These programs include child welfare, adequate provision for playgrounds and some course in physical education. One of the outstanding lessons taught us by the war was that upon physical examination of the nearly five million men, one out of every four was found physically unfit for military service to defend the flag. This alarming condition of physical unfitness and unpreparedness of the man power of America is enough to sound the alarm and call for an immediate remedy. Certainly the American Legion believes that every community throughout the country should be provided with adequate number of playgrounds for the children under the proper supervision of directors.

The Legion believes in mental and physical development—the exercise of a clear brain in a strong body. Our beautiful America can be made the playground for our people to promote health and happiness.

The establishing of community playgrounds and civic centers will take the children from our streets and give them ample time to play under the right kind of supervision. The results to be accomplished in campaigns of this kind are of untold value to the present and future generations. Let the children of America be taught the rules of health and the proper way for development into virile manhood and gentleness and purity of womanhood. Cities and communities have been called upon to support Community Service. Certainly it is the part of this Commission to encourage great undertakings of this kind, and we can pledge to Community Service and other like organizations not only our best wishes, but real actual support.

Book Reviews

AMERICAN SOCIAL WORK IN THE TWENTIETH CENTURY. By Edward T. Devine and Lillian Brandt. Published by The Frontier Press, 100 West 21st Street, New York City. Price \$.50

These sixty-two pages may be read in about sixty-two minutes but a much longer time will be taken if this rapid survey of the development of social work in America is digested. No two people reviewing the same historical facts regarding social work will interpret alike the growth taking place and the present trend. New workers and old workers alike, however, will profit by thinking through some of the questions raised in this booklet. All will agree that social work has now reached the stage where the interest of the wider public is imperative, where all elements in the community must be given an opportunity to participate, that the promotion of the social welfare is not a task to be monopolized by a small group of professional social workers.

A HANDBOOK OF GAMES AND PROGRAMS. By William Ralph LaPorte. Published by The Abingdon Press. Price \$1.00

In this book the author "has undertaken to collect a large list of games and stunts suitable for many different purposes and arranged in such a way as to make them easily available for all occasions." There is a chapter on Social Leadership with suggestions for planning the program and with simple programs for parties of various types. This is followed with chapters on Get Acquainted Games, Competitive Social Games, Social Programs on Special Themes, Social Stunts and Skits, Playground Games, Relay Races and Physical Stunts.

GAMES FOR ELEMENTARY GRADES. Compiled by Julia E. Davis and Charles H. Williams. Issued by the Hampton Normal and Agricultural Institute, Hampton, Va.

This suggestive little pamphlet contains directions for games arranged according to grades. These discussions, in conjunction with the suggestions to teachers, make the booklet exceedingly practical.

MANUAL OF PHYSICAL EDUCATION FOR ELEMENTARY GRADES. Published by the State Board of Education, Hartford, Connecticut

No more comprehensive syllabus has yet appeared than that issued by the State Board of Education, Hartford, Connecticut, which contains a vast amount of information for teachers.

Part one contains exceedingly valuable material on general principles underlying the organization and conduct of courses in physical education. Especially noteworthy are the adaptations which have been made to one- and two-teacher rural schools. Part two, with its division of playful or recreation activities, has a vast amount of helpful material. In part three, lessons are outlined according to grades. Part four is devoted to a series of practical rules for athletic events, badge tests, height and weight classifications, group contest plans, stunts and contests, home made play apparatus and other equally instructive and helpful material.

MY BOOKHOUSE. By Olive Beaupré Miller. Published by The Bookhouse for Children, 608 So. Dearborn St., Chicago, Illinois

No more comprehensive and delightful combination of literature for children is available than these six volumes representing a mother's idea of fundamental literature for children. *In the Nursery* is the title of the first volume in which Mother Goose tales predominate, although Robert Louis Stevenson, James Whitcomb Riley, Eugene Fields and other well-loved writers are to be found here. *Up One Pair of Stairs*, the second volume, introduces variety of folk tales, stories and poems. *Through Fairy Halls*, the title of volume

three, is, as its name implies, a combination of fairy tales. Volume four, *The Treasure Chest*, is designed for the adventurous age, and book five, *From the Tower Window*, containing stories from all the world's great epics, introduces the child to the literature of romance. *The Latch Key*, volume six, tells the story of the lives of the various authors whose works appear in the other five books and contains articles on Old Mother Goose, the Folk Tales and myths.

There are over fifteen hundred charming illustrations in the books and five hundred and thirty-seven titles. One hundred ninety-seven authors have contributed to this unusual publication.

CHILD LIFE. Published by Rand, McNally & Company, 536 South Park Street, Chicago, Illinois

A very delightful magazine for children and charmingly illustrated is this publication, comparatively new in the field. Each issue contains *Happiness Hall*, a department made up of stories, poems, and fairy tales; *The Joy Givers' Club*; outdoor and indoor games; *Nature Stories*; a section picturing children in foreign lands with their habits, customs and dress; *Little Artists*, a department containing stories of the lives of artists written especially for the child, and *Plays and Pageants* of educational value.

GIRL RESERVES BOOKSHELF. Published by the National Girl Reserve Department, 600 Lexington Avenue, New York City

Not the least valuable feature of the Girl Reserve movement promoted by the National Board of the Y. W. C. A., is the literature which the movement is producing. *The Girl Reserve Manual for Advisers*, the *Guide for Grade School Reserves*, and the *Handbook for High School and Boarding School Reserves* are full of helpful suggestions.

Well deserving of mention, too, is the Girl Reserves Bookshelf, now appearing in mimeographed form, which is designed for the use of secretaries for work with the younger girls, committee members, and advisors. The November issue contains as one of its sections the following plays and masques fully described: *What Is It To You*, a Child Labor playlet; *All Nations Masquerade*; *The Fellowship of Service*, (a simple masque of the first Christmas), with suggestions for costuming and lighting; *A Painted Doll or a Good Sport*, (a pantomime of old and new China), with directions for producing.

RECREATIONAL LEADERSHIP FOR CHURCH AND COMMUNITY. By Warren T. Powell. Published by The Methodist Book Concern, New York City. Price \$.80

The literature on church recreation which is now being assembled has recently been augmented by Mr. Powell's helpful book, containing a fund of information on recreational leadership and program making. The educational and moral values of play, essential elements in the recreation program, organization, administration and leadership of recreation program, construction, principles of material for programs of physical, social and mental activities and types of churches and programs are some of the topics discussed. One of the most helpful things the book does is to direct leaders to the sources of material adaptable to church recreational programs.

TOWN STUDIES. By Harold D. Meyer, Volume 2, No. 4. University Extension Division. Published by University of North Carolina Press, Chapel Hill, North Carolina

This booklet suggesting programs for women's groups has been prepared as a study course for those interested in civic development. All the questions and topics have been presented with two questions constantly in mind—what is the community doing for the

citizens and, what are the citizens doing for the community?

The topics under which the discussions are grouped are as follows: location and position of the town; general administration; financial organization and methods; town planning; sanitation and housing; public health welfare; public safety; public works and utilities; public recreation; public education; voluntary and civic services; services to the rural community.

The pamphlet also suggests a number of types of meetings to be held on the subject and questions of general interest.

DRAMATIZATION OF BIBLE STORIES FOR CHILDREN. By Elizabeth Miller. Published by Educational Division, Department of Missions, Protestant Episcopal Church. Price \$1.00

This book contains dramatization of the stories of Joseph, David and Goliath, Moses in the Bulrushes, Ruth, Queen Esther, Abraham and the Three Guests, Daniel in the Lion's Den, and some New Testament parables. These dramatizations are the result of actual experiments with children. Descriptions of costumes and settings and suggestions for producing are included.

SCHOOL PROGRAM IN PHYSICAL EDUCATION. By Clark W. Hetherington. Published by World Book Company, Yonkers, N. Y. Price \$1.00

At just this time when so much attention is being focused on physical education, this book by Clark Hetherington, who is so well-known an authority in the field of physical education, will come as an important contribution.

The book embodies the first attempt to formulate for physical education a school program that is indigenous to America. It builds on the growth that has been taking place, interprets the growth and formulates the principles involved in the organization of a program in physical education to meet the needs of children in their preparation for citizenship. "Perhaps the greatest contribution made by the author in this report," says Miss Margaret McNaught, "is to be found in his treatment of the primary aims of physical education."

The book is divided into three parts: (1) The sociological status of physical education, (2) The objectives of physical education, (3) The program in physical education, appearing in four sections in which the program is discussed from the point of view of mental progress, of training in character and morals, and of health conditions.

THE MEANING OF CHILD LABOR. By Raymond G. Fuller. Published by A. C. McClurg & Co., Chicago, Ill.

"The primary objective in child labor reform is the abolition of child labor, not its mere regulation," says Mr. Fuller in introducing his subject. "Very definite gains have been made, but we cannot lay the flattering unction to our souls that child labor is over. It is far from over. The task of reform, of abolition, has just begun."

The author, in his clear cut statements of the present situation, throws a great deal of light on methods of reform, the amount of child labor, its costs, its relation to school attendance and abandonment, and federal and state legislation. He urges that play, especially supervised play, be made a substitute for child labor. "Play is often regarded as practically identical with idleness. It is regarded as a waste of time. The real waste of time is in not playing and in going to work too soon."

THE SOUTH END ALMANAC. Prepared under the auspices of the South End Improvement Association, Rooming House Association and South End Women's Club, Boston. Published by the South End Improvement Society

"The Almanac," writes Mr. Albert J. Kennedy of South End House, "represents an adventure in yearly publicity. An in-town part of the city like ours has

no weekly paper which the districts further out almost universally have. People move in and out on the in-town thoroughfares and neglect the side streets which, on the whole, contain the homes of the institutional resources of the area. Certainly a first step in good community organization is making available the resources which exist."

The Almanac, in addition to the wealth of information it contains regarding the local resources in business, social agencies, churches, schools, playgrounds and institutions of all kinds, has a most interesting history of the development of South End of Boston from colonial times, and astronomical information, notices of secular and ecclesiastical holidays, important meetings of local organizations and various local lore."

SAND CRAFT. By J. Leonard Mason. Published by J. L. Hammett Co., Cambridge, Mass. Price, \$1.00

Mr. Mason, from his long experience in the recreation field, has made a real contribution to the development of the creative instinct in his book on Sand Craft and in the set of sand tools he has devised to put into effect the suggestions offered in the book.

The preparation and care of modelling sand; how to make new sand tools; what to model and how to model it; stories to tell while the modelling is going on; and lesson arrangements in sand modelling in schools and recreation centers are all discussed in this very helpful book. It should be in the library of every recreation worker.

PLAYS FOR AMATEURS. (A Selected List). Prepared by S. Marion Tucker, New York Drama League. Published by H. W. Wilson Company, New York

In this revised list of plays, Dr. Tucker has included in general only those plays which have been released for production by amateurs, contemporary plays, plays unobjectionable in subject matter, plays that combine theatrical and literary merit, plays that are within the acting and producing scope of amateurs and plays that are at present in book form.

The plays are divided into six general classifications—one-act plays for men and women, plays for men, for women, long plays, plays for outdoor performance, and plays in oriental settings. Brief information is given regarding cast, settings and the general character of the play. There is also given up to date information on publishers, prices and royalties.

THE GOOD SAMARITAN and other Bible Stories—Dramatized by Edna Earle Cole Spencer. Published by Goodenough and Woglom Company, 14 Vesey Street, New York City. Price \$1.25 net

Eleven of the most popular Bible stories have been dramatized in this little book. The dramatizations are brief and simple. They are written with the idea of making Bible stories more interesting to children by giving them an opportunity to see and live them. The following stories are contained in the book: The Good Samaritan, Paul and the Jailer, A King's Life Spared, Esther, the Brave Young Queen, Peter and the Roman Captain, Two Journeys to Bethlehem, The Story of the Twelve Spies, The Story of Joseph, Naaman and Gehazi, The Story of the Baby Moses and the Story of Little Samuel.

DRAMATIZATION IN THE CHURCH SCHOOL. By Elizabeth Erwin Miller. Published by University of Chicago Press. Price, \$1.25

Elizabeth Erwin Miller, author of Dramatization of Bible Stories, which is being widely used by workers in religious drama, has presented in this series of ten lessons the first teachers' training course to be published in the field of dramatization in the work of the church. The course is designed to be given as a part of the regular training for prospective workers as a course in church workers' institutes and for the special training of church school teachers. Educational dramatics,

the method, grouping, use of color, costuming, Biblical material suitable for dramatization, and similar topics are discussed in this helpful book.

A PRACTICAL HANDBOOK OF GAMES. By Emily W. Elmore. Published by Macmillan Company

"This book," states the preface, "is planned primarily for the use of teachers and game leaders, and the games are discussed from pedagogical and psychological standpoints." The games are arranged for children from the first grade through the high school, and representative games are given for each type, but not more than one or two of a type "because experience teaches that children thoroughly enjoy games which they know well and like, and they prefer to play these again and again rather than to be learning new ones constantly."

The games are described in such a simple, concrete way and the plan of the games is so correctly shown that every teacher or parent can readily see how they are to be played.

A YEAR OF RECREATION. By Ethel Owen. Published by the Abingdon Press, New York

Have you had what you are sure is "positively your last" idea for a social? If so, *A Year of Recreation*, with its twelve suggestive socials, one for each month, will be a life saver. Not only are there suggestions for each holiday, but such features are included as a literary evening, an April shower, a college shower, a tramp in the woods, an outdoor social and others.

A BRIEF MANUAL OF GAMES FOR ORGANIZED PLAY. Compiled by Martha T. Speakman, Children's Bureau, U. S. Department of Labor. Published by the Government Printing Office. Price, \$0.05

This manual, prepared at the request of the Commissioner of Education of Porto Rico will have value for school teachers everywhere. Suggestions for the teaching of games, games for younger and older children in the school room and on the playground, races and relays, bean bags and ball games and suggested game programs make up the contents.

SOCIAL PLANS FOR YOUNG PEOPLE. By Christian F. Reisner. Published by Abingdon Press, New York

The fact that this book is now in its fifteenth edition is an indication of the place it has filled in the social program of the churches. Not only are programs for socials suggested, but there is back of the program a definite plan designed to bring out certain educational values. There are, too, suggestions for church aid and service activities which young people may carry on and for study classes which will stimulate thinking on community problems.

HANDBOOK FOR WORKERS WITH YOUNG PEOPLE. By James V. Thompson. Published by The Abingdon Press, New York

Literature which has recently appeared indicates that the church is recognizing the part which social and recreation activities must play in the lives of young people and is taking steps to provide for recreation leadership in its training of church workers. Mr. Thompson has included a chapter on social life which gives a birdseye view of the recreation field and points out the necessity for a constructive program. The book as a whole shows an insight into the motives and ideals of young people which should be very helpful to church workers.

RECREATION FOR YOUNG AND OLD. By Homer Kingsley Ebright. Published by the General Office of the Epworth League, Chicago

In *Recreation for Young and Old*, we have another book designed primarily for church workers. Little is to be found in this book on the theory of play, but practical directions for playing a number of games are

given under the headings; Recreational Games, Athletic Games, Quiet Games, Stunts and Entertainments.

GOOD TIMES FOR GIRLS By Mary E. Moxcey. Published by Methodist Book Concern, New York

Many popular games and stunts for social occasions will be found in this practical booklet which has suggestions to offer on planning parties, devices for getting acquainted, special feature programs and entertainments in which all are to take part. An interesting chapter is one suggesting games and activities which may be used when some entertain others. *Sharing Sunday* afternoons suggests a delightful hospitality program for boys and girls. Chapters on refreshments and decorations will be exceedingly acceptable to hostesses whose ideas have been called upon to stand the wear and tear of many parties. In a chapter on dressing up, the author has introduced in a very tactful way some comments on good taste in dress.

The book is planned with the idea that the girls themselves will assume responsibility for the program suggested. It is from this point of view a training in recreation leadership.

Thrift and Handicraft

(Continued from page 56)

as well as other floral and vegetable baskets, trowels, hand-weeders, shears, watering-pots, and children's rakes, hoes, and shovels. Another group of salable articles included garden aprons, gloves, sun bonnets, kneeling cushions, small painted flower pots, and painted trellises and sticks for potted and garden plants. Orders were taken for garden books and magazines, samples of which were lent for exhibition by those who had found them helpful.

For children, in addition to many of the things which have been mentioned, there were hanging baskets made of half egg shells with a bit of moistened cotton in the bottom of each on which had been sprinkled a generous supply of flax seed. There were also sponges with envelopes of bird seed, and the children were told how to sprinkle the seed in the holes of the sponges after it has been saturated in water and placed on a dish and how it must be kept well watered and exposed to sunlight to make the seedlings grow.

A novel feature of the booth were the posters with such inscriptions as:

DON'T DESTROY THE ROOTS OF THE
WILD FLOWERS
NEVER PICK FLOWERS THAT YOU
HAVEN'T A USE FOR
NEVER DISTURB FLOWERS THAT WILL
WITHER BEFORE YOU CAN REACH
YOUR DESTINATION
SEND FLOWERS TO CITY CHILDREN
WHO RARELY SEE THEM
SHOW YOUR FRIENDSHIP FOR FLOWERS
BY KNOWING THEIR NAMES